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ABSTRACT

Interactive books have parts or pieces that children can manipulate while reading the text. In the interactive books described in this classroom resource book for students in grades PreK-1, the pieces are attached to Velcro and can be moved from one part of the book to another, while the text consists of verses set to familiar tunes so that children can interact both musically (by singing the text) and through fine-motor movement (by manipulating the book pieces). The resource book provides reproducible patterns, instructions, and verses for more than 25 interactive books covering language, math, science, arts, and humanities, practical living, and character education. The book offers language extension activities, too. The book is divided into these sections: Introduction: Letter from the Authors; What Are Interactive Books and Why Use Them?; How to Make Interactive Books; How to Introduce and Use Interactive Books; How Interactive Books Fit into the Curriculum; and the 25 interactive books. Also contains 7 references, an expanded skills grid, and an index of interactive books. (NKA)

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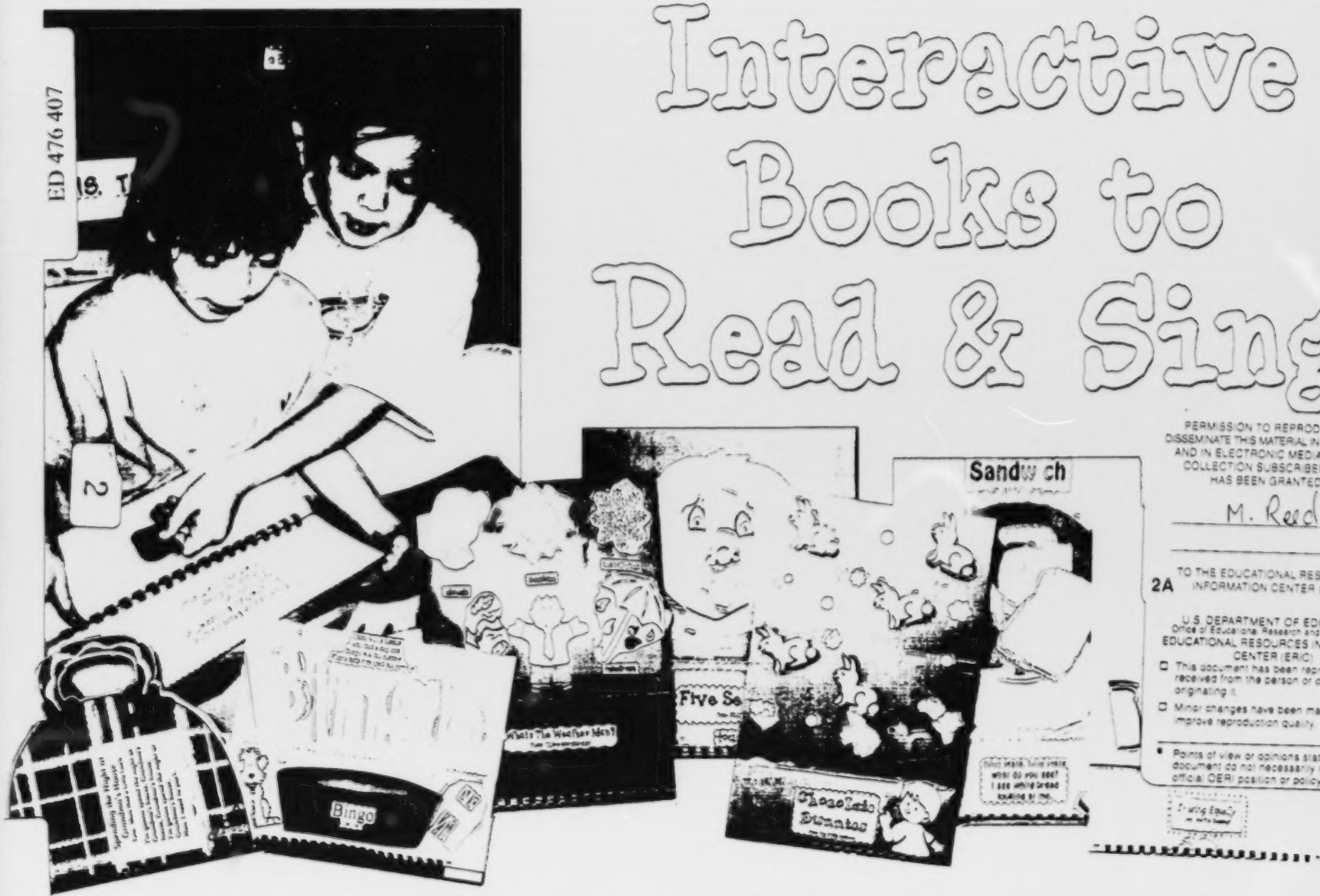
Interactive Books to Read & Sing



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By Donna Sabino Butt & Kathy Barlow Thurman

Prek-1

CS 511 985

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INTERACTIVE BOOKS TO READ & SING

by Donna Sabino Butt
& Kathy Barlow Thurman

Crystal Springs
BOOKS

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Dedication

To my husband, Greg Butt:

You have been there for me through the sunshine and the rain, and over a million conversations. You are the magic in my life. May every star that shines in the night shine for you to wish upon. Thanks for making memories. I love you!

—DSB

To my sons, Jason and Josh Sankovitch:

One day, when you were little boys, you were both playing in the sandbox in our backyard. I looked at that sandbox and thought, "My whole world is contained in that one little sandbox." Although you outgrew playing in sandboxes years ago, you both are still my whole world. I love you:

—KBT

Acknowledgments

Thanks to:

My family—Terri, Gerald, Nicklas, Cheri, Jeff, Jake, Jesse, Vic, Linda, Gabriella, Ivanna, Vito, Nick, Shelia, Jodie, J.T., and Creighton. Thanks for your expression of love that goes beyond just words. You are the people I love every day!

My parents, Vic and Lil Sabino. Words cannot express how much you have impacted my life. I send you a quiet smile and an unspoken word of thanks. I love you!

Jim and Shirley Butt. I will always be deeply appreciative of all the thoughtful things you do.

My daily inspiration, Julena Dugger, Debbie Holmes, Cheryl Patterson, and Matina Wilson. I send a true thank-you for providing me with the opportunity to laugh each day!

Kathy. Together we accept the impossible, bear the intolerable, and laugh at everything! I love you!

—DSB

Thanks to:

My husband, Jeff Thurman, who is the most generous and loving person I know (and who never expects me to cook dinner).

My mom, Pat Cross Barlow, for all the little, and not so little, things she's always done to make our house a home.

My dad, Claude "Bugs" Barlow, for being Mr. Fix-It every time I needed him.

My grandmothers, Luretha Wynn Cross and Mae Barlow Tucker, two strong women.

My sister, Wendy Canterbury, and brother, Bruce Barlow, for not hating me even though I always got to sit by the window.

Mom Thurman, Betty and George Thurman, Lindsey Thurman, and Jo Ellen Whitaker, for their encouragement.

Gina New, who, in addition to being a friend, is simply the best kindergarten aide in the universe. Really!

Kathy Randolph, who is always happy to help me out.

Karla Parker, Debbie Eads, and Claudia Hall, my fellow kindergarten teachers at Southern Elementary, with whom I've laughed, cried, and been frantic, sometimes all within a five-minute time period. I couldn't have a better support group.

—KBT

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Introduction: Letter from the Authors

Dear Teachers,

When our first book, *Hey! I Can Read This! The Interactive Book Experience,* was published, we were thrilled for several reasons. First, we had created the concept for the books many years ago and had used them in our own classrooms, so we knew what a positive learning experience they are for teachers and students alike. Second, being teachers ourselves, we know how exciting it is to find fresh ideas to use in the classroom, and we were excited that our books would be available for use in classrooms everywhere. Third, we have to admit that it was just plain exciting to get a book published and to see our names in print!

If you own our first book and have made any of the interactive books in it, congratulations! You know firsthand how well these books work in your classroom. If this is your first time making interactive books, be prepared: You're going to hear a whole lot of reading and singing going on!

As time passes, our library of interactive books just keeps growing. For this book, we've gathered our newest and our favorites to share with you and your students. We encourage you to make these books and watch the reading fun begin!

Happy interacting,
Donna and Kathy

What Are Interactive Books and Why Use Them?

Interactive books have parts or pieces that children can manipulate while reading the text. In our books, these pieces are attached to Velcro and can be moved from one part of the book to another. Our text consists of verses that are set to familiar tunes so that children can interact both musically (by singing the text) and through fine-motor movement (by manipulating the book pieces).

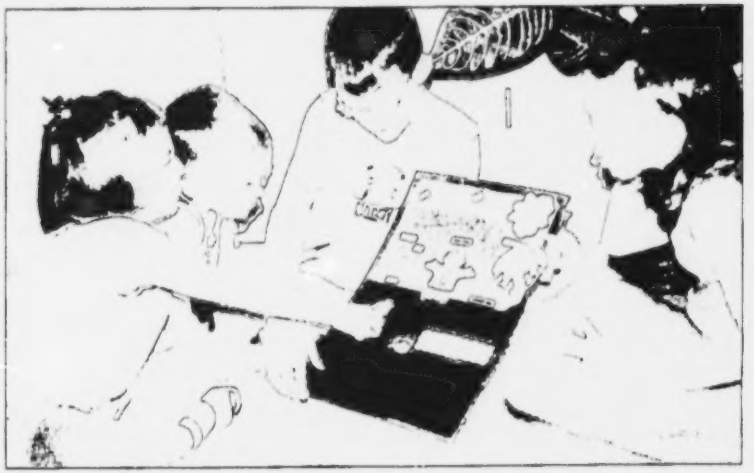
Although we basically stumbled upon the concept of creating interactive books and were thrilled with the success the children experienced with them, we later found research that supported their use and gave a rationale as to why they work . . . and they truly do!

Studies show that, to build their students' brainpower, teachers can:

- Use music as a powerful way to present information and aid retention.
- Make use of repetitive text and language patterns.
- Practice skills that provide immediate feedback.
- Use the fingers to stimulate the brain and develop fine-motor skills.
- Add novelty to instruction to boost memory.
- Use confidence builders—and confidence is best built by repetition.
- Engage cross-modalities (i.e., visual and auditory).
- Revisit information often to enhance memory.
- Engage, involve, and stimulate the emotions.
- Allow for student-to-student interaction.
- Engage the right and the left hemispheres of the brain at the same time.
- Rehearse information to increase skills retention.
- Use humor to increase attention span and the ability to retain material.
- Provide an enriched environment that allows children to actively participate rather than merely be passive observers.
- Stimulate growth of the brain's cortex by providing a variety of experiences requiring active involvement.

Our interactive books achieve all of the above! In addition, they are beneficial to teachers and students alike for the following reasons:

- They are original, fresh, and exciting for everyone!
- They are relatively inexpensive to make and are highly durable; they last for years.
- They can be made by teachers, aides, parents, volunteers, or, with adult guidance, students as young as fourth and fifth graders.
- The books are loved by children and fun to use by those of all ability levels.
- The books range from simple to more challenging. For example, *Chocolate Bunnies*, a basic book, would be used at the start of the school year, whereas *Life Cycle of a Caterpillar* would be introduced later in the year.
- The books are skill/theme-oriented and have language extension activities.
- Children no longer have to wait for the teacher to have time to read to them. Once these books have been demonstrated to the children a few times, pre-readers and readers alike can use them independently while the teacher is busy instructing a small group.
- Singing the words to a familiar tune enables the students to retain the text and helps them memorize it, an important step in learning to read.
- The children read and sing the books over and over again (Once is never enough!) and gain a real sense of accomplishment when they complete them.
- The books have multiple uses and can be implemented in a large or small group, by two or three students, or independently.
- Since two or three children usually choose to do a book together, this gives them opportunities for peer tutoring, turn-taking, sharing, social interaction, and language enrichment.
- An interactive book is a center in and of itself! It can be used anywhere in the classroom (except the water table, for obvious reasons). We put our books in baskets and on shelves and rotate them every week or two, just as we do with center activities.



How to Make Interactive Books

You don't need to be a gifted artist or musician to make and use interactive books. (We're not!) For the artwork in our books, we use patterns, cookie cutters, clip art, coloring books, stickers, and stampers. We also beg artistic colleagues for help (and bribe them with the promise of sharing the book with them once it's complete!). As for singing, as long as we're loud, enthusiastic, and cheerful, the children don't seem to notice when we're off-key.

Naturally, our books are more quickly and easily made once you have the pattern, text, and tune supplied, as you do here. Then it's simply a matter of copying, coloring, cutting, and pasting for you, your aide, or parent volunteers. We also ask fourth- and fifth-grade teachers at our school to have their classes make the books for us as a classroom project. It's an ideal way for the students to learn how to follow directions. They enjoy creating the books and coming back at a later time to listen to our students sing and read the books to them.

At first glance, you might think that these books will require more time than you have. Don't panic! This isn't brain surgery. In the pages that follow, we give generic instructions for making our books. Then, with each individual project, we point out any specific steps that might vary from book to book, such as the arrangement of the art, the size of the book, or the placement of the binding. Once you've made one book, the others will be self-explanatory, as they all follow the same basic procedures. We've taken creative license with each one of our books, and you should feel free to do the same.

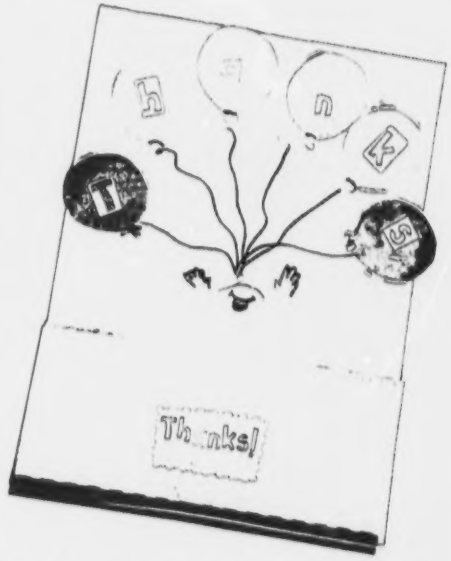
Basic Materials List

- Poster board, tag board, or construction paper (which you can reinforce by gluing it to a stiffer material) for the book's backboard and pages. In most cases, 12" × 18" works well for the backboard, and 4½" × 12" works well for the book pages.
- Plain white paper and/or construction-paper scraps for permanent artwork and the manipulatives
- Water-based colored markers (permanent markers bleed through materials)

- Crayons
- Scissors
- Rubber cement or glue sticks
- Ruler
- Velcro (self-sticking)
- Hot laminating film and machine (not cold)
- Bookbinding material or rings of your choice

Instructions

1. Cut the backboard and book pages from the materials of your choice.
2. Photocopy the text to the size desired for the title/tune page, book pages, and (if desired) backboard.
3. Color the reproducible with crayons or water-based markers, or copy it onto construction paper of different colors.
4. Make sure the artwork on the backboard is placed high enough above the bottom edge so that it will not be obscured when the book pages are in an upward position.
5. Use regular or shape scissors for cutting out the text.
6. Affix the text and permanent pieces of art to the book pages and/or backboard with glue or rubber cement.
7. Laminate everything at least once; sometimes twice is necessary.
8. After everything is laminated, attach one part of a piece of self-stick Velcro (each piece measuring about ½") to each manipulative piece and the other part of the Velcro to an appropriate place on the book page or backboard.
9. Arrange the book pages in order, stack and align them with the backboard, and bind the book across the bottom or on the left side, depending on the style of your book. Or punch holes in the pages and backboard and bind with rings or other materials of your choice. (See Helpful Hints, page 12, for additional information.)



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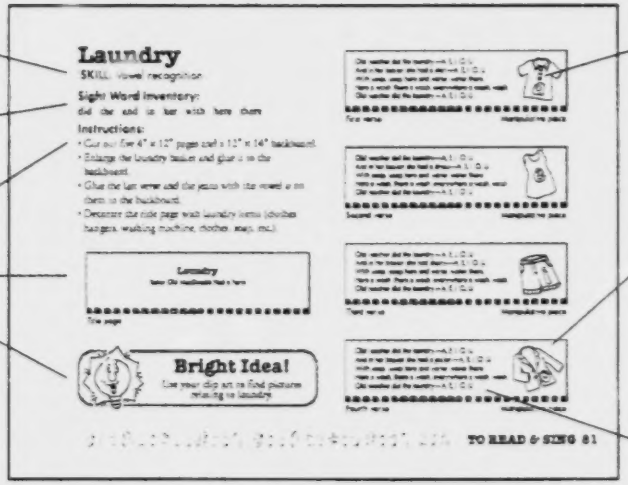
Sample Pages for Interactive Book Projects



Skill(s) included for each book

Sight word inventory

Special instructions for individual books

Title/tune book page

Optional tips for making the book fancier, unique, or easier to use

Placement for manipulative on book page. Manipulatives are shown in solid black line. Artwork pasted onto page is shown in gray.

Back page with verse, artwork, and/or manipulative

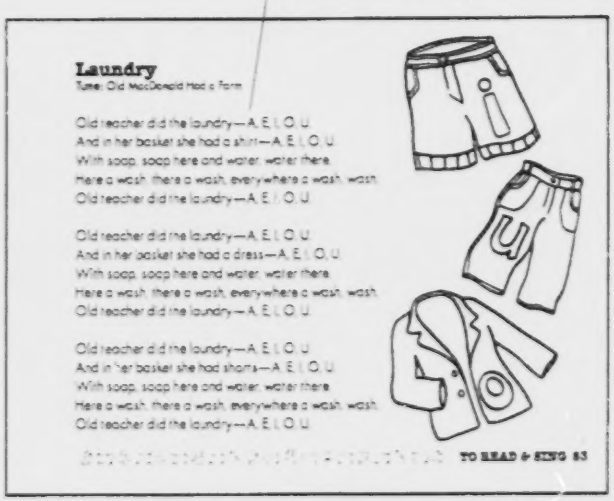
Verses are photocopied, cut out individually, and glued to each book page.

Backboard

= Velcro tab placement

Art is photocopied, colored, and cut out, and either glued to the backboard or used as a manipulative.

Cutting quantities



Helpful Hints

1. For a decorative border, use shape scissors to cut out the book's text.
2. Instead of coloring the patterns with water-based markers, try photocopying them on construction paper. Or use Crayola GEL FX markers or crayons for an extra punch of colors.
3. Rather than cutting and gluing pieces to the backboard, simply paint your background on.
4. Ask children in your classroom to add their own artwork to your book. This will give them a sense of ownership.
5. Magazines, die cutters, or your computer's Print Shop will have a huge variety of artwork for you to use. Remember, if you are using artwork as a manipulative piece, reinforce it by gluing it onto tag board for sturdiness.
6. BE CREATIVE! Use foil paper, bulletin-board border, cupcake liners, wiggly eyes, doilies, wallpaper, stickers, a paint stamper, ink stamps, colored tape, gift wrap, fabric, or window stickers. The possibilities are unlimited.
7. Try punching holes in the backboard so that ribbon, yarn, or string can be laced through it. This makes the book three-dimensional.
8. To make the manipulative pieces stronger, run them through the laminator twice.
9. If the laminating film doesn't seal well, put the laminated pieces between two sheets of paper and iron, using dry heat.
10. If you have trouble getting your Velcro to stick to the laminating film, rub fingernail polish remover on the area to which you need to attach the Velcro.
11. If a binding machine isn't available, use book rings, pipe cleaners, yarn, ribbon, or other binding materials of your choice.
12. Add a "belt" to hold the pages together when the book is not in use. To make a belt, use poster board or tag board and cut a strip 1" wide and 3" longer than the width of your book. Attach the belt to the book with Velcro.

Please note: In this book, we have included reproducibles that you can use for artwork. If you prefer to individualize your books, feel free to create your own illustrations and use them instead.

How to Introduce and Use Interactive Books

For the Teacher

1. Introduce an interactive book during a large group session. Choose one that relates to that week's theme/skills.
2. Model how to use the book by holding it up so all can see it and singing the text while manipulating the pieces. Help the children learn to have their fingers close to, or actually touching, the Velcro when they manipulate the pieces.
3. Remind the children that when they use the book they should be sure to lay it flat on the floor or a table. Demonstrate.
4. Sing and manipulate the book several times in a row so the children become very familiar with it. They'll remind you with cries of "Read it again!"
5. Put the book out in centers.

For the Child

1. The child should lay the book flat on the floor or on a table while using it.
2. The child opens the book to the first page, sings the verse printed there, and moves the manipulative piece to the appropriate place on the backboard page. He/she follows this procedure through to the book's end.
3. Often, two or three children will read and sing a book together. We encourage this, as it fosters social relationship skills, such as sharing and cooperating, and it allows for peer tutoring.
4. To complete the interactive book, the child removes the manipulative pieces from the backboard and returns them to their original places by matching them to the identical pieces glued to that page. This reinforces task completion.

How Interactive Books Fit into the Curriculum

A great advantage to interactive books is that once you have modeled them to the children, you can put them out in the classroom for the children to use independently. An interactive book is a center in and of itself! Below are some ways to expand the uses of these books.

LANGUAGE EXTENSION ACTIVITIES

Fun Talk

Listening, talking, and writing are important here. Start with a single sight word or key word from the book and add on as you play. Change voices as you say it. Talk reallllllly slowwwwwwly. Use a deep, slow voice. Try a teeny-tiny high voice. Say it loudly or say it softly. Get a rhythm going as you write the words!

Sound Survey Says...?

Shhh! Listen to how many sounds you can hear in the book. Make a list together. Have children write their own list. Listen for letter sounds, word families, color words, and number words.

I Spy

Play "I Spy" with sight words from a book. Begin the game by saying, "I spy a word that begins with the letter ___, and it is [between, in front of, behind] the word(s) _____ and _____."

Puppet Talk

Use a hand or finger puppet to ask questions. Children can take turns using the puppet. They can role-play characters, act out ideas, and read or sing the text of the book.

Sight Word Box

Find sight words in the book and write them on cards. Color the cards. Add pictures if you like. Say the words together. Keep the cards in a special box. Take them out often and recite the words. Soon the children will be reading the cards on their own.

Concentration Words

Write number words or color words from the book onto several 3" × 5" cards. Keep one side blank. Make two sets of each word card. Shuffle the cards. Deal them out into rows, face down. The first player turns any two cards face up. If a match is made, the player keeps the pair and takes another turn. If not, the cards are turned face down again, and the next player tries to make a match.

Lurking Letters

There are plenty of places to find the letter of the day on each page of the book you choose. Determine how many times the letter appears in the book beforehand. Let the children know that they are looking for a certain number of lurking letters. Have the children look for them and make a tally of how many they find. They report back to the group when they have found all the lurking letters.

Find It and You Can Have It

Use magnetic letters for this activity. Slide all the letters over to one corner. Pull them out one by one. Say, "Find it and you can have it. If not, I get it." Have children hunt for each letter on one page of the book. You can also make sight word cards to replace the letters and have the children find the word. Or change the cards to color or number words.

Act It Out

The child chooses a word from the book and acts it out charades-style for his/her peers to identify.

Silly Sentences

The child chooses a manipulative piece from the book and writes a silly sentence about it. Then he/she reads the sentence to his/her peers.

Reading Rhythm

While one child sings/reads the book, another child taps rhythm sticks together each time he/she hears a pre-chosen word.

Call Me

After reading/singing the book, one child calls another (using toy phones) and tells the other child what the book was about.

Count on Me

Each child needs counters and a paper cup. Have the children drop counters into their paper cups each time they hear a pre-chosen word or letter sound.

Twist and Shout

Choose a word to teach to the children. Give them pipe cleaners cut in half. Challenge the children to twist and bend the pipe cleaners into the letters needed to make the word and shout out the word once they're done.

Stop and Go

Have the children mark the start of each sentence on a page with green Post-it note tabs and mark the end of each sentence on a page with red Post-it note tabs.

Grab a Handful

Put letter tiles in a paper bag. The child draws out a handful and uses them to spell a word in the book.

Popsicle Stick Spelling

Write each letter of the alphabet on a separate Popsicle stick. You can omit letters not used in the book or make two or three for the more commonly used letters. Let the child use the Popsicle sticks to spell words in the book.

Count Off

The child chooses a number from 1 to 10 and then searches the book for words that contain that number of letters. He/she writes down the number and the words that he/she finds containing that many letters.

Punctuation Body Moves

Have the children move their bodies to show the punctuation marks in the book while they sing/read it. For a comma, they bend at the waist. They jump in the air for an exclamation mark. They put their hands to their ears for a question mark. They drop to the floor in a ball for a period.

Word Hunt

Write words from the book on index cards. Hide them around the room and have the children hunt for them and call them out when they find them.

Alphabet List

Give each child a sheet of paper with the letters of the alphabet listed at the top in columns. The child writes the words from the book in the appropriate letter columns.

Gotcha!

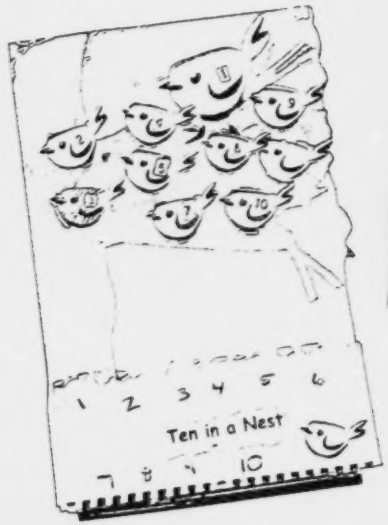
The teacher points to each word in the book while singing/reading it to the child. The teacher purposely misreads a word. The child catches the mistake and yells, "Gotcha!"

Walk on Words

Write each word of a sentence from the book on a large card. Let the child step on a word and challenge a friend to say the word he/she is stepping on.

Bingo

Play Bingo using focus words from the book written on a reproducible Bingo grid that you have photocopied. Make a stack of focus word cards. When the child turns over a card, he/she marks the card if he/she has that word. The first child to fill in his/her card yells "Bingo!"



Animals on the Farm

SKILL: Farm animal mothers and babies

Sight Word Inventory:

the on go look(ing) for in to

Instructions:

- Cut out seven 4" × 12" pages and one 12" × 18" backboard.
- Glue blue sky, green hillside, brown dirt, blue pond, and yellow haystack to backboard.
- Glue farmer and last verse to bottom of backboard.
- Glue baby animals to pages with related text.

Animals on the Farm

Tune: The Wheels on the Bus

Title page

The calves on the farm go moo, moo, moo,
moo, moo, moo, moo, moo, moo.
The calves on the farm go moo, moo, moo.
Looking for mother cow!

First verse — Manipulative piece

The lambs on the farm go baa, baa, baa,
baa, baa, baa, baa, baa, baa.
The lambs on the farm go baa, baa, baa.
Looking for mother sheep!

Second verse — Manipulative piece

The piglets on the farm go oink, oink, oink,
oink, oink, oink, oink, oink, oink.
The piglets on the farm go oink, oink, oink.
Looking for mother sow!

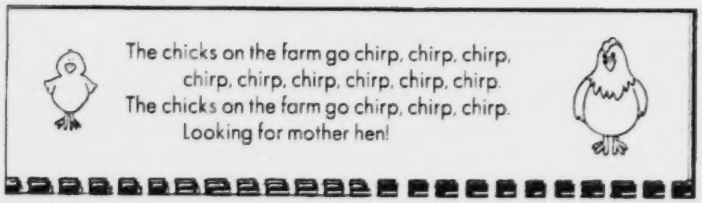
Third verse — Manipulative piece

The colts on the farm go neigh, neigh, neigh,
neigh, neigh, neigh, neigh, neigh, neigh.
The colts on the farm go neigh, neigh, neigh.
Looking for mother mare!

Fourth verse — Manipulative piece

The ducklings on the farm go quack, quack, quack,
quack, quack, quack, quack, quack, quack.
The ducklings on the farm go quack, quack, quack.
Looking for mother duck!

Fifth verse — Manipulative piece

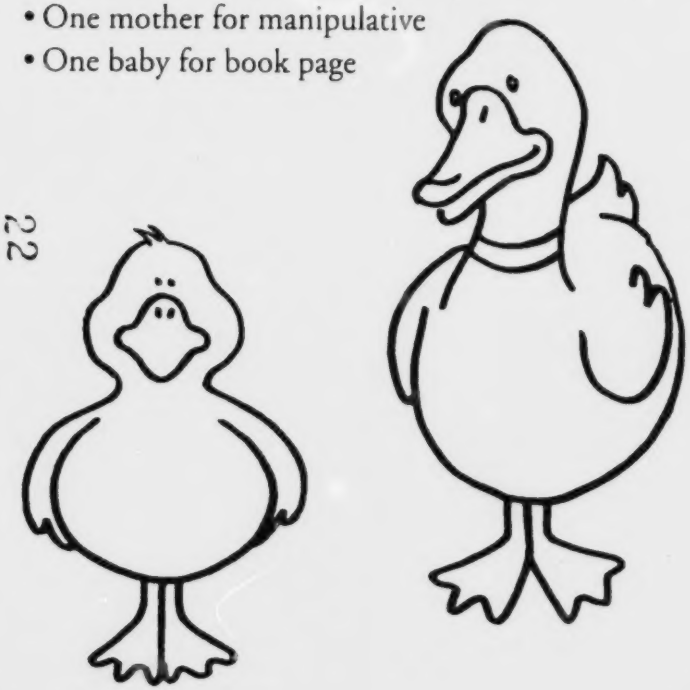


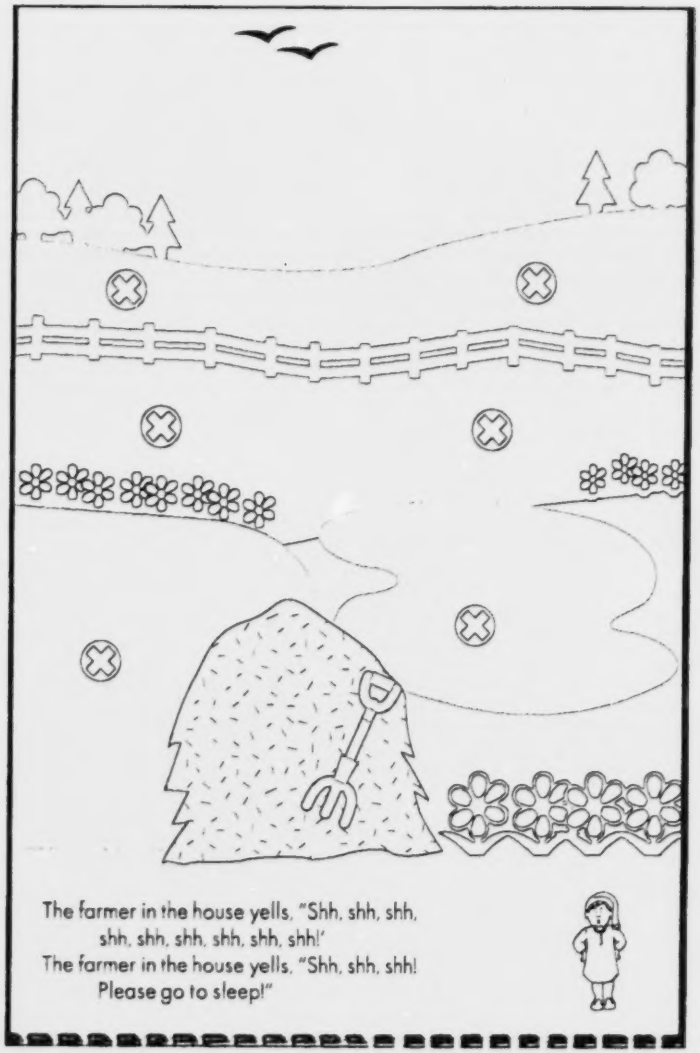
Sixth verse

Manipulative piece

Cut out one of each animal:

- One mother for manipulative
- One baby for book page





Last verse

Animals on the Farm

Tune: The Wheels on the Bus

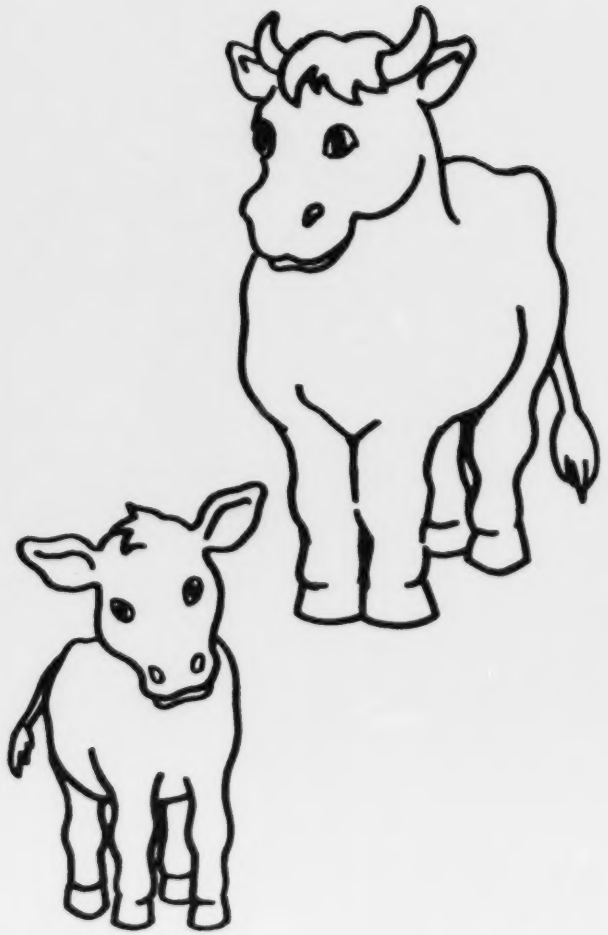
The calves on the farm go moo, moo, moo,
moo, moo, moo, moo, moo, moo.
The calves on the farm go moo, moo, moo.
Looking for mother cow!

The lambs on the farm go baa, baa, baa,
baa, baa, baa, baa, baa, baa,
The lambs on the farm go baa, baa, baa.
Looking for mother sheep!

The piglets on the farm go oink, oink, oink,
oink, oink, oink, oink, oink, oink.
The piglets on the farm go oink, oink, oink.
Looking for mother sow!

Cut out one of each animal:

- One mother for manipulative
- One baby for book page

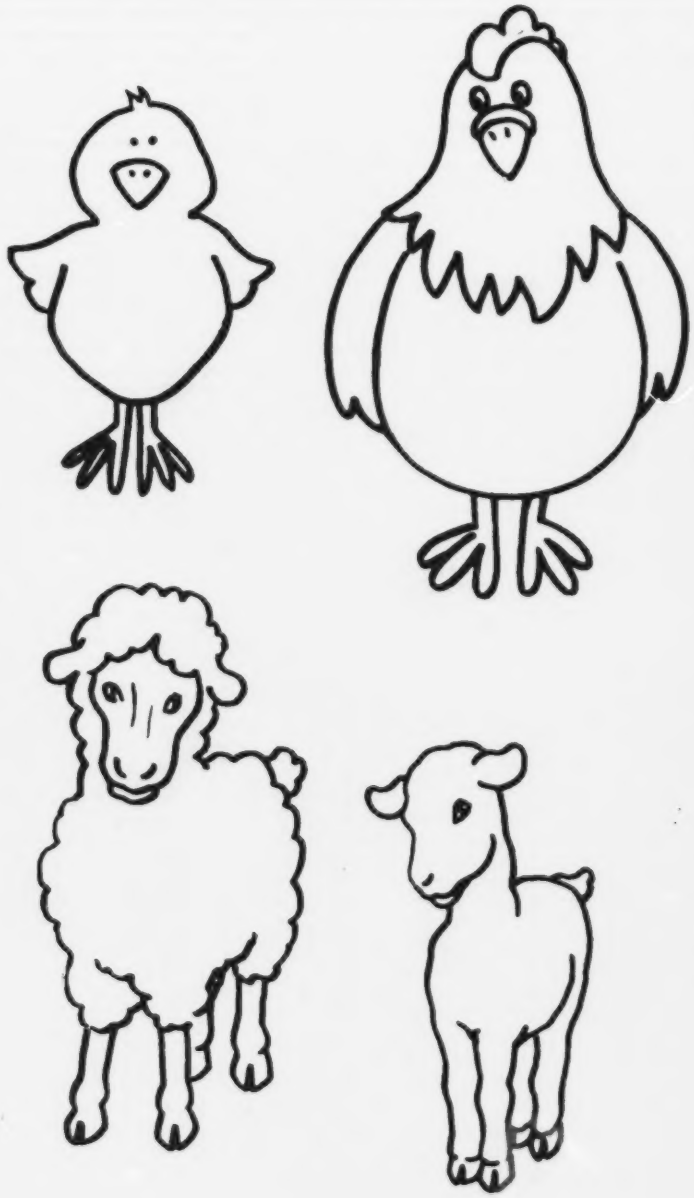


The colts on the farm go neigh, neigh, neigh,
neigh, neigh, neigh, neigh, neigh, neigh.
The colts on the farm go neigh, neigh, neigh.
Looking for mother mare!

The ducklings on the farm go quack, quack, quack,
quack, quack, quack, quack, quack, quack.
The ducklings on the farm go quack, quack, quack.
Looking for mother duck!

The chicks on the farm go chirp, chirp, chirp,
chirp, chirp, chirp, chirp, chirp, chirp.
The chicks on the farm go chirp, chirp, chirp.
Looking for mother hen!

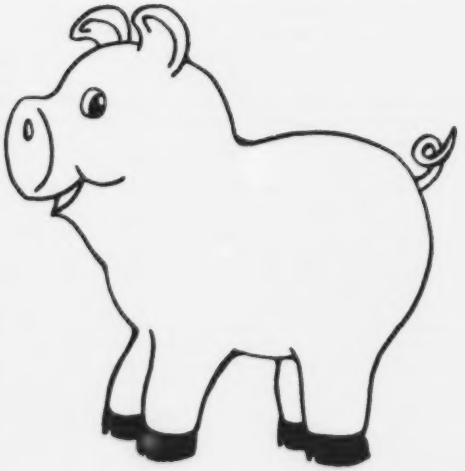
The farmer in the house yells, "Shh, shh, shh,
shh, shh, shh, shh, shh, shh!"
The farmer in the house yells, "Shh, shh, shh!
Please go to sleep!"

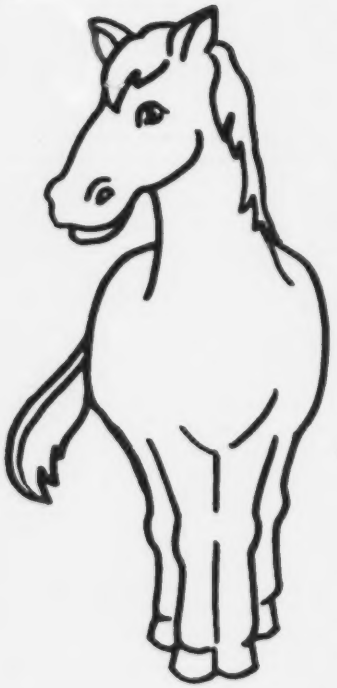


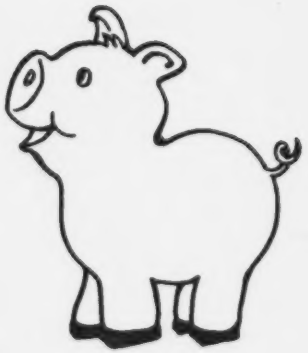
Animals on the Farm

Cut out one of each animal:

- One mother for manipulative
- One baby for book page







B-I-N-G-O

SKILLS: Visual discrimination; left and right concepts

Sight Word Inventory:

there was who had and his please

Instructions:

- Cut out six 5" × 15" pages and one 12" × 15" backboard.
- Glue the verse to the top of the backboard. Be sure to allow room for manipulative pieces.
- Repeat and read the same verse for each page.

Title page

Manipulative piece

Manipulative piece

Manipulative piece

Manipulative piece

Manipulative piece

B-I-N-G-O

Tune: Bingo

There was a teacher
Who had a dog and
Bingo was his name-o.
Please help him spell his name.
Please help him spell his name.
Please help him spell his name.
Bingo was his name-o.

There was a teacher
Who had a dog and
Bingo was his name-o.
Please help him spell his name
Please help him spell his name
Please help him spell his name
Bingo was his name-o.

Last verse

Cut out one dog for the title page.

Bin

Bright Ideas!

- For younger children, try outlining the letters on the backboard.
- Use dog-related stamps or stickers.

Cut out five of each letter:

- One for manipulative
- Four for book pages

go

Cut out five of each letter:

- One for manipulative
- Four for book pages

Cut out one dog food dish for the title page.

Build a Bumblebee

SKILLS: Science; insect body parts

Sight Word Inventory:

be can come has head I'm it little make me now of on put see some take the when will with you

Instructions:

- Cut out six 4" × 12" pages and one 12" × 18" backboard.
- Glue to the backboard a black shadow outline of the bee flying over the flower to guide placement of bee body parts.
- Glue the last verse to the backboard of the book.
- Tear green paper and glue it along the bottom of the book to make grass.

Build a Bumblebee

Tune: Bringing Home a Baby Bumblebee

Title page

I'm building a little bumblebee.
When I'm done I'll be so proud of me.
I'm building a little bumblebee.
Come help me. It'll be fun, you'll see.

First verse

Let's put a head on the bumblebee.
It holds the brains of the bug, you see.
Let's put a head on the bumblebee.
Now it has eyes so it can see.

Second verse — Manipulative piece

Let's put a thorax on the bumblebee.
It's the middle of the bug, you see.
Let's put a thorax on the bumblebee.
Now it has six legs with knees.

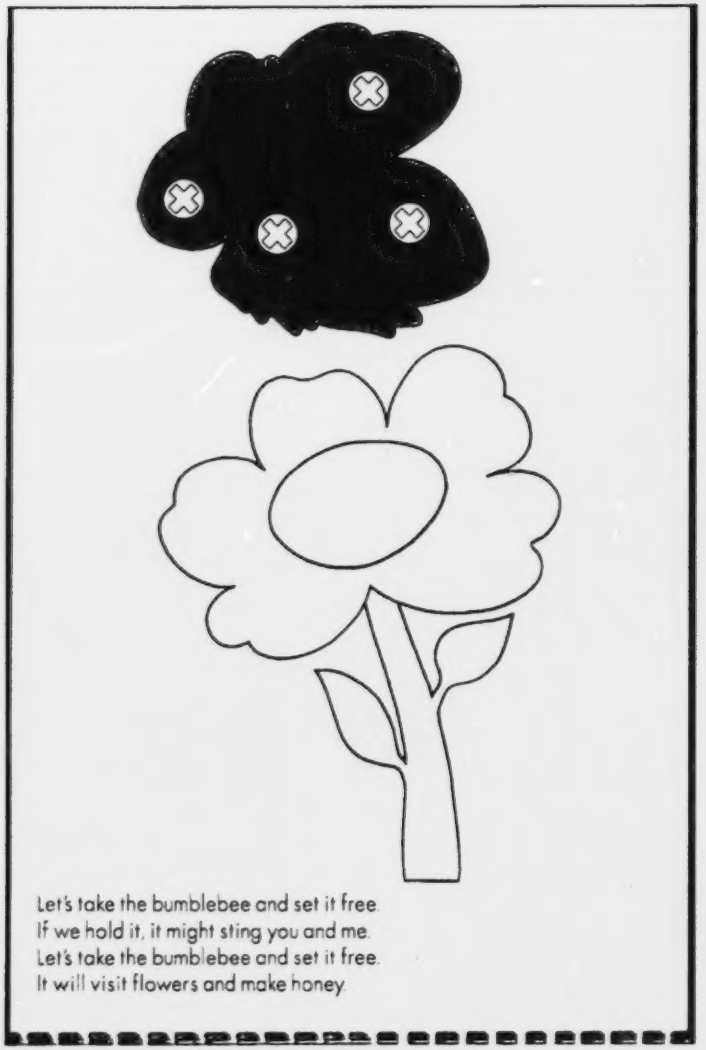
Third verse — Manipulative piece

Let's put some wings on the bumblebee.
They're attached to the thorax, you see.
Let's put some wings on the bumblebee.
Now it's almost ready to fly free.

Fourth verse — Manipulative piece

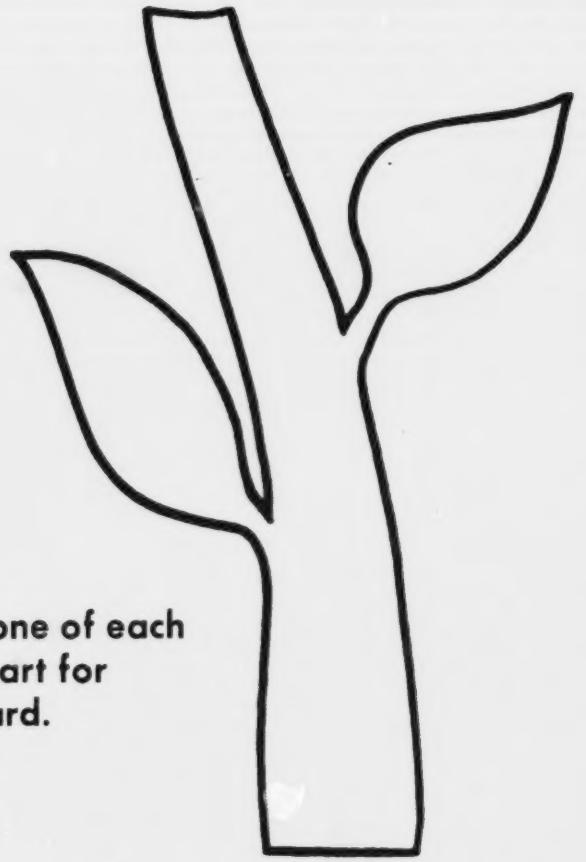
Let's put an abdomen on the bumblebee.
It's the biggest part of the body, you see.
Let's put an abdomen on the bumblebee.
Now it is finished, don't you agree?

Fifth verse — Manipulative piece

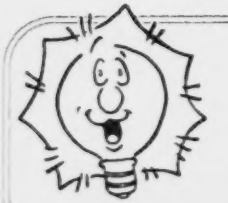


Let's take the bumblebee and set it free.
If we hold it, it might sting you and me.
Let's take the bumblebee and set it free.
It will visit flowers and make honey.

Last verse



Cut out one of each flower part for backboard.



Bright Idea!

Use bug stampers dipped in ink or paint to make bugs flying in the sky.

Build a Bumblebee

Tune: Bringing Home a Baby Bumblebee

I'm building a little bumblebee.
When I'm done I'll be so proud of me.
I'm building a little bumblebee.
Come help me. It'll be fun, you'll see.

Let's put a head on the bumblebee.
It holds the brains of the bug, you see.
Let's put a head on the bumblebee.
Now it has eyes so it can see.

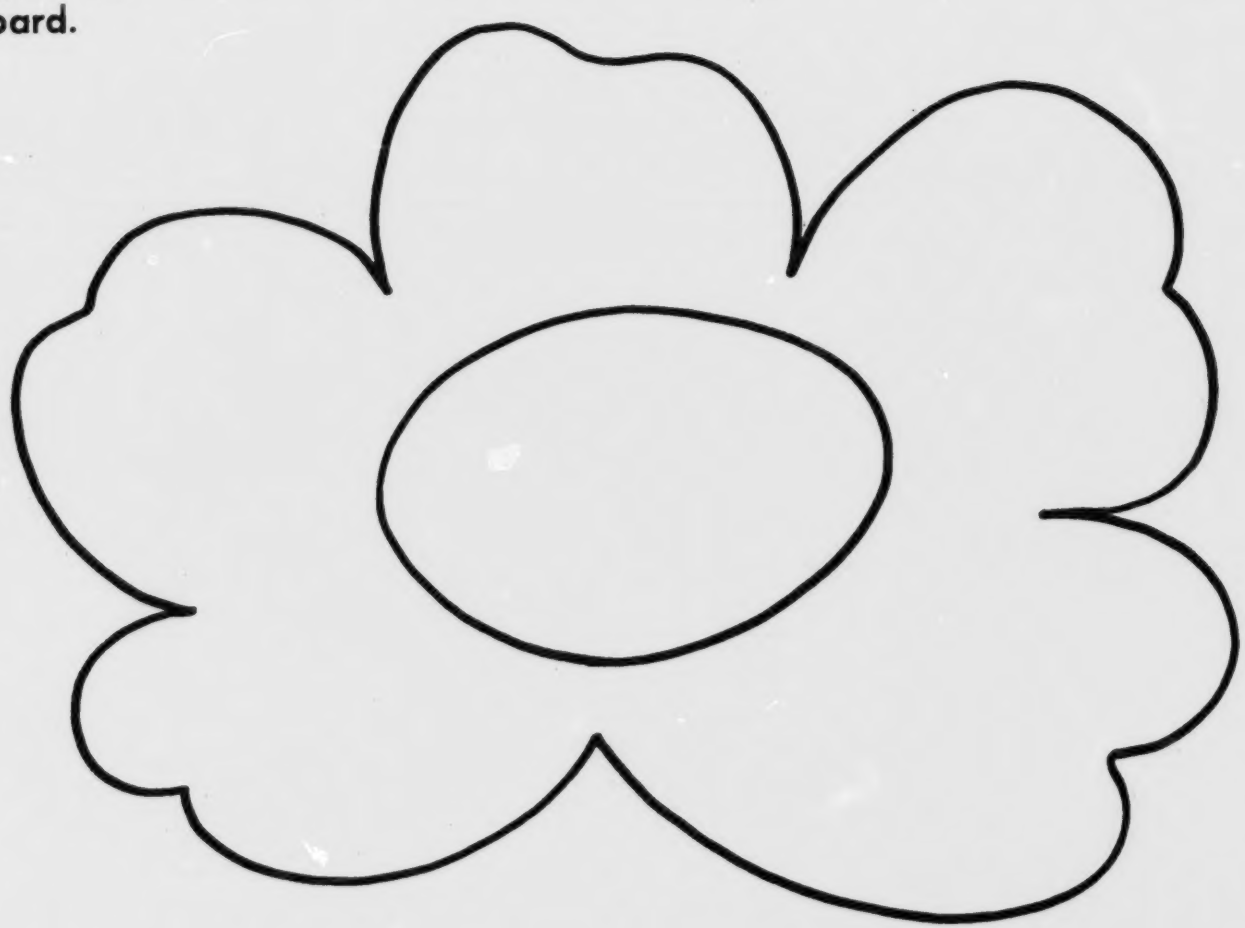
Let's put a thorax on the bumblebee.
It's the middle of the bug, you see.
Let's put a thorax on the bumblebee.
Now it has six legs with knees.

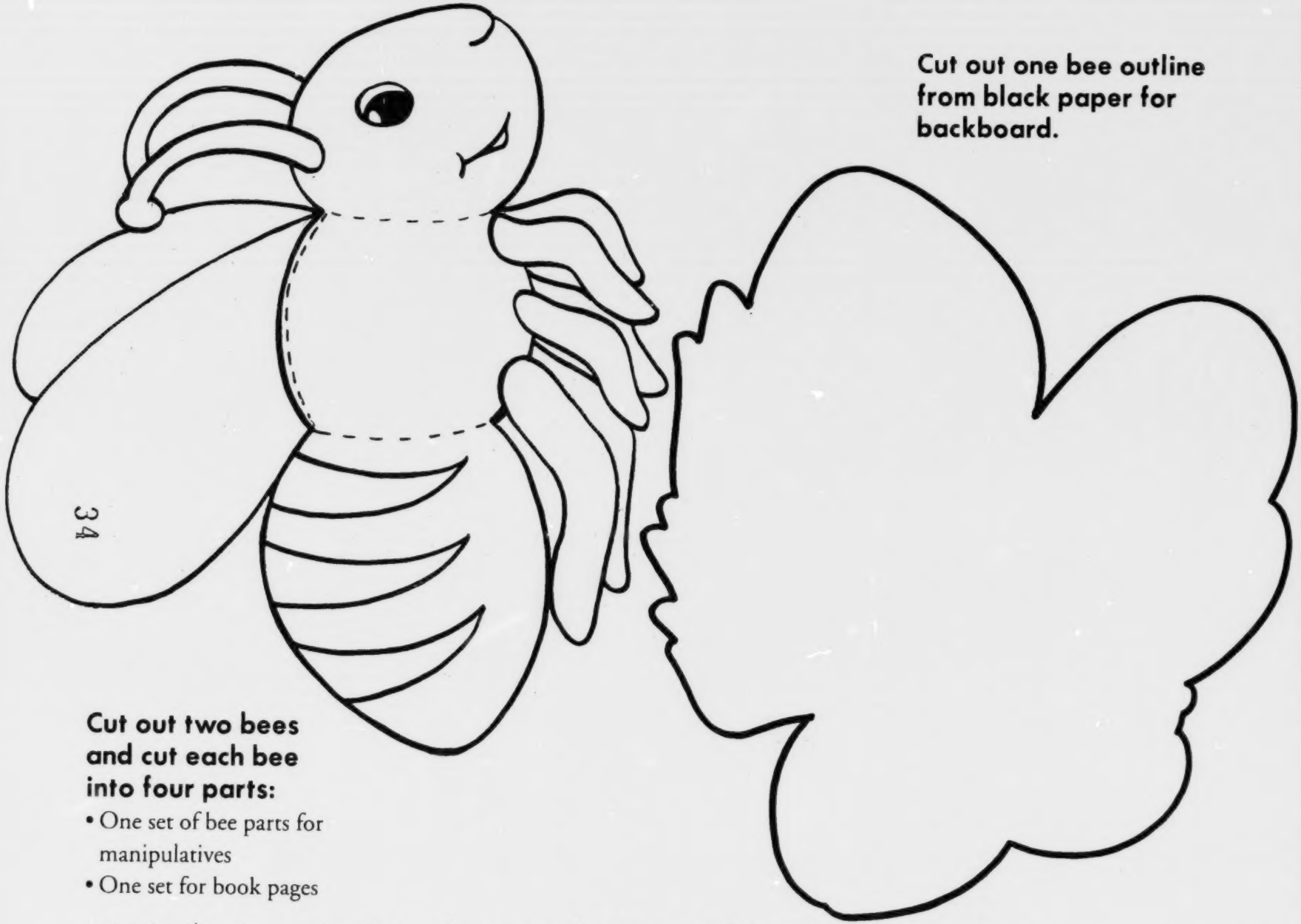
Let's put some wings on the bumblebee.
They're attached to the thorax, you see.
Let's put some wings on the bumblebee.
Now it's almost ready to fly free.

Let's put an abdomen on the bumblebee.
It's the biggest part of the body, you see.
Let's put an abdomen on the bumblebee.
Now it is finished, don't you agree?

Let's take the bumblebee and set it free.
If we hold it, it might sting you and me.
Let's take the bumblebee and set it free.
It will visit flowers and make honey.

Cut out one of each flower part for backboard.





Cut out one bee outline from black paper for backboard.

Cut out two bees and cut each bee into four parts:

- One set of bee parts for manipulatives
- One set for book pages

Bundle Up!

SKILLS: Colors and color words

Sight Word Inventory:

be before for go if it it's know the up you

Instructions:

- Cut out five 4" × 12" pages and one 12" × 18" backboard.
- Paint a room scene on the backboard. Be sure to have snow in the windows.
- Underline color words with the appropriate color marker.
- Glue the last verse to the backboard.

Bundle Up!

Tune: If You're Happy and You Know It

Title page

If it's cold and you know it
Wear a red jacket.
If it's cold and you know it
Wear a red jacket.

Bundle up before you go.
Be ready for the snow.
If it's cold and you know it
Wear a red jacket.

First verse — Manipulative piece

If it's cold and you know it
Wear orange boots.
If it's cold and you know it
Wear orange boots.

Bundle up before you go.
Be ready for the snow.
If it's cold and you know it.
Wear orange boots.

Second verse — Manipulative piece

If it's cold and you know it
Wear a green hat.
If it's cold and you know it
Wear a green hat.

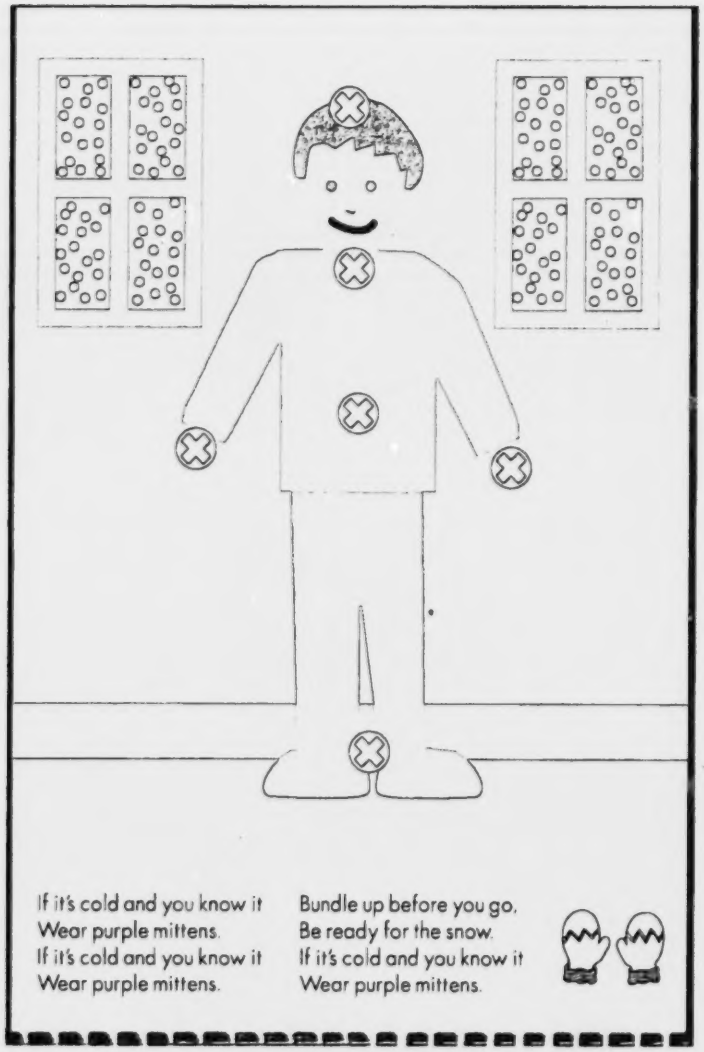
Bundle up before you go.
Be ready for the snow.
If it's cold and you know it
Wear a green hat.

Third verse — Manipulative piece

If it's cold and you know it
Wear a yellow muffler.
If it's cold and you know it
Wear a yellow muffler.

Bundle up before you go.
Be ready for the snow.
If it's cold and you know it
Wear a yellow muffler.

Fourth verse — Manipulative piece



Last verse

Manipulative piece

Bundle Up!

Tune: If You're Happy and You Know It

If it's cold and you know it
Wear a red jacket.
If it's cold and you know it
Wear a red jacket.
Bundle up before you go,
Be ready for the snow.
If it's cold and you know it
Wear a red jacket.

If it's cold and you know it
Wear orange boots.
If it's cold and you know it
Wear orange boots.
Bundle up before you go,
Be ready for the snow.
If it's cold and you know it,
Wear orange boots.

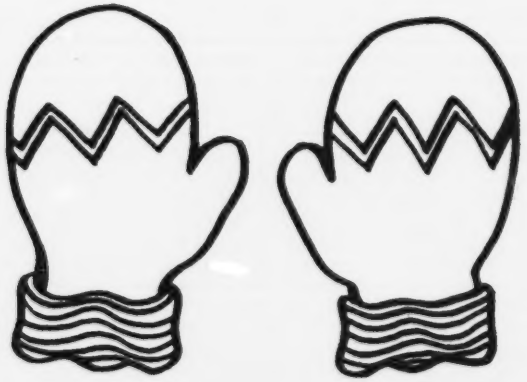
If it's cold and you know it
Wear a green hat.
If it's cold and you know it
Wear a green hat.
Bundle up before you go,
Be ready for the snow.
If it's cold and you know it
Wear a green hat.

If it's cold and you know it
Wear a yellow muffler.
If it's cold and you know it
Wear a yellow muffler.
Bundle up before you go,
Be ready for the snow.
If it's cold and you know it
Wear a yellow muffler.

If it's cold and you know it
Wear purple mittens.
If it's cold and you know it
Wear purple mittens.
Bundle up before you go,
Be ready for the snow.
If it's cold and you know it
Wear purple mittens.

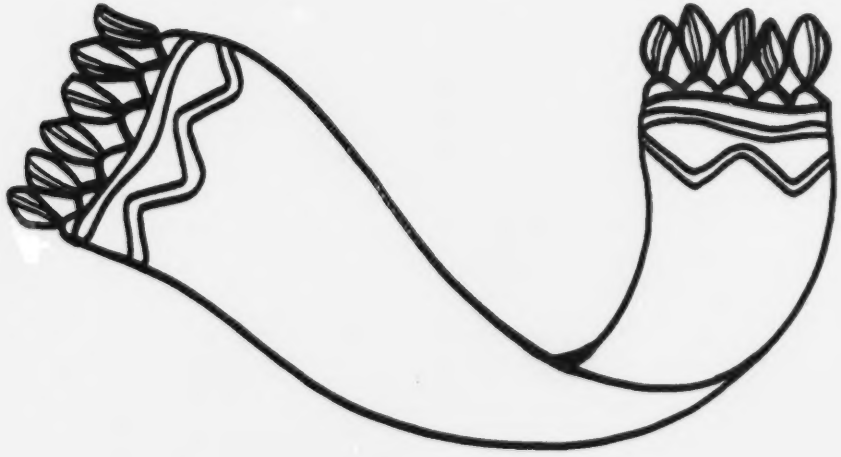
Cut out two sets of orange boots:

- One for manipulative
- One for book page



Cut out two red jackets, two green hats, two yellow mufflers, and two sets of purple mittens:

- One for manipulative
- One for book page



Calendar, Calendar, What Do You See?

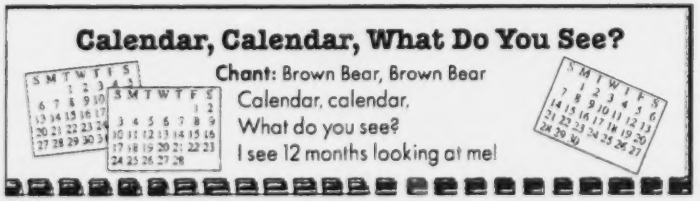
SKILL: Recognizing names of months

Sight Word Inventory:

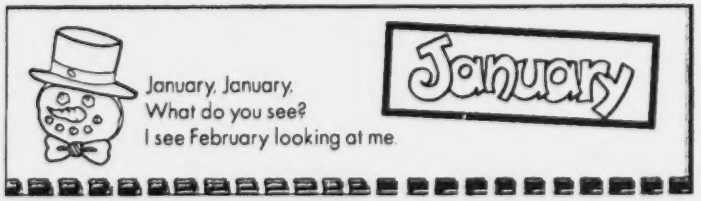
what do you see I look(ing) at me

Instructions:

- Cut out twelve 4"×12" pages and one 12"×18" backboard.
- For the backboard and title page, make a collage using an old calendar cut into blocks.
- Place names of months in two columns on the backboard.
- Glue the last verse to the backboard.



Title page



Sample verse

Manipulative piece

Last verse

Manipulative piece

Calendar, Calendar, What Do You See?

Chant: Brown Bear, Brown Bear

Calendar, calendar,
What do you see?
I see 12 months looking at me!

January, January,
What do you see?
I see February looking at me!

February, February,
What do you see?
I see March looking at me!

March, March,
What do you see?
I see April looking at me!

April, April,
What do you see?
I see May looking at me!

May, May,
What do you see?
I see June looking at me!

June, June,
What do you see?
I see July looking at me!

July, July,
What do you see?
I see August looking at me!

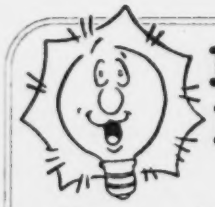
August, August,
What do you see?
I see September looking at me!

September, September,
What do you see?
I see October looking at me!

October, October,
What do you see?
I see November looking at me!

November, November,
What do you see?
I see December looking at me!

December, December,
What do you see?
I see January looking at me!



Bright Ideas!

- Use your clip art to find pictures to represent each month page.
- Color-coding the names of the months will help younger readers identify them.

January May

February June

March December

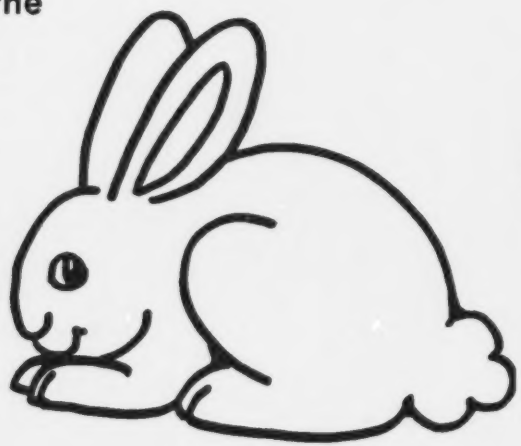
April November

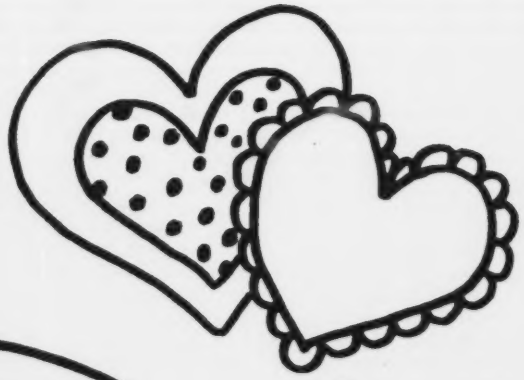
Cut out two of each month word:

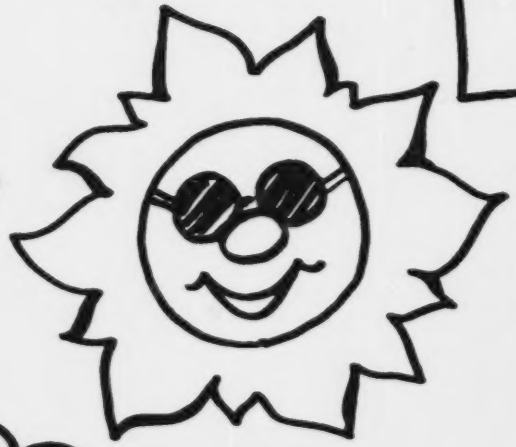
- One for manipulative
- One for backboard

July September
August October

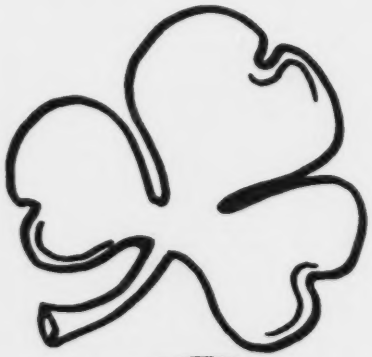
Cut out one rabbit, apple, and bouquet for the book pages.

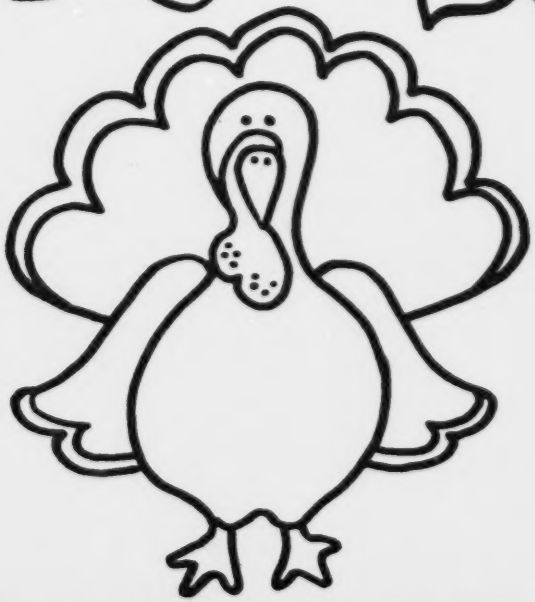






Cut out one of each for the book pages.





Chocolate Bunnies

SKILLS: Number/word recognition; counting

Sight Word Inventory:

one two to my

Instructions:

- Cut out five 4" × 12" pages and one 12" × 18" backboard.
- Use green for the backboard and decorate it with torn green paper and flowers.
- Glue the last verse and the boy holding his belly to the bottom of the backboard.
- The title page should have the title/tune and the boy pointing up.

44

Chocolate Bunnies

Tune: Ten Little Indians

Title page

One chocolate, two chocolate,
three chocolate bunnies.
Four chocolate, five chocolate,
six chocolate bunnies.

Seven chocolate, eight chocolate,
nine chocolate bunnies.
Ten chocolate bunnies
Ready to eat!

First verse

10 chocolate, 9 chocolate,
8 chocolate bunnies.

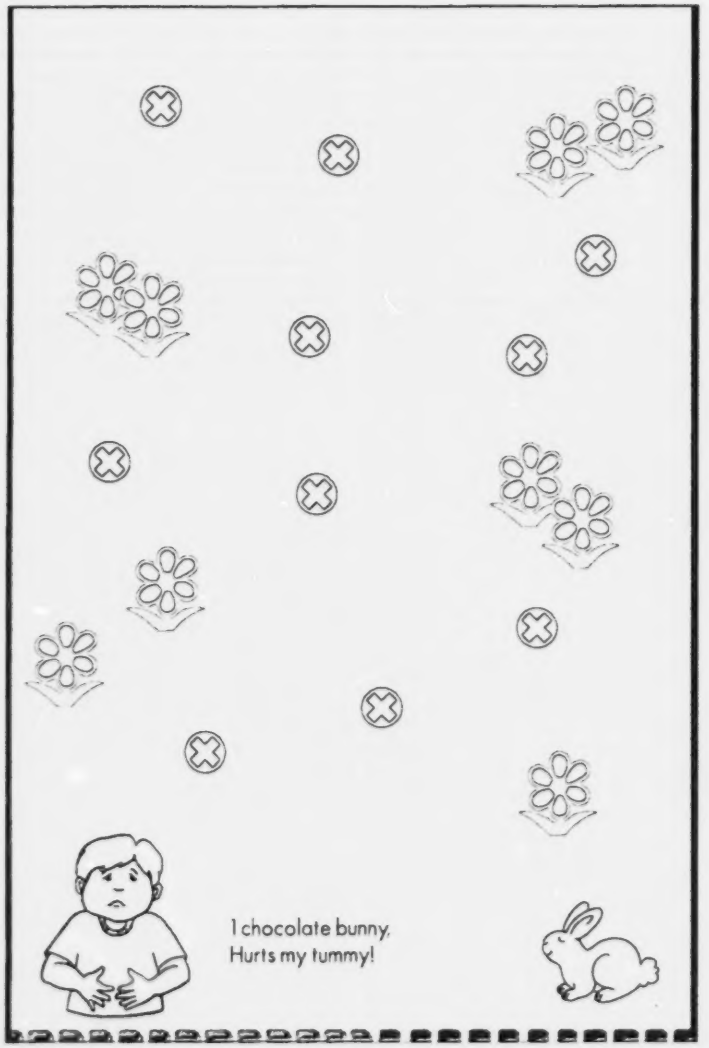
Second verse — Manipulative pieces

7 chocolate, 6 chocolate,
5 chocolate bunnies.

Third verse — Manipulative pieces

4 chocolate, 3 chocolate,
2 chocolate bunnies.

Fourth verse — Manipulative pieces



Last verse

Manipulative piece

Chocolate Bunnies

Tune: Ten Little Indians

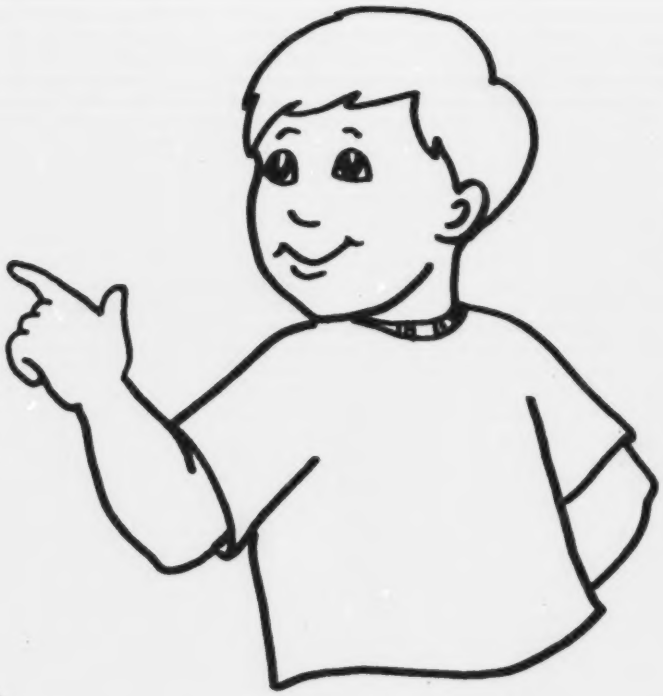
One chocolate, two chocolate,
three chocolate bunnies,
Four chocolate, five chocolate,
six chocolate bunnies,
Seven chocolate, eight chocolate,
nine chocolate bunnies,
Ten chocolate bunnies
Ready to eat!

10 chocolate, 9 chocolate,
8 chocolate bunnies,

7 chocolate, 6 chocolate,
5 chocolate bunnies,

4 chocolate, 3 chocolate,
2 chocolate bunnies,

1 chocolate bunny,
Hurts my tummy!



Cut out 10 bunnies for manipulatives.

Cut out one of each boy pose.

Bright Ideas!

- Tear or cut the tops of the pages to resemble grass.
- Use GEL FX markers to draw leaves on the flowers on the backboard.
- Find sticker flowers to use as decorations.

Cookie Man

SKILLS: Task completion and seriating

Sight Word Inventory:

me make with for his put on to
and now the

Instructions:

- Cut out five 4" × 12" pages and one 12" × 18" backboard.
- Cut out the cookie sheet from a piece of gray paper and attach the cookie shape to it. Glue this to the top of the backboard.
- Glue the last verse and the milk glass to the bottom of the backboard.
- Decorate the title page with cookies and cookware.

Cookie Man

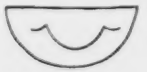
Tune: Do You Know the Muffin Man?

Title page

Help me make a cookie man,
cookie man, cookie man.
Help me make a cookie man,
With raisins for his eyes.

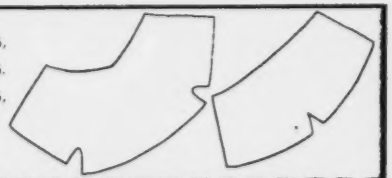
First verse — Manipulative piece

Put a smile on his face,
on his face, on his face.
Put a smile on his face,
To make a cookie man.



Second verse — Manipulative piece

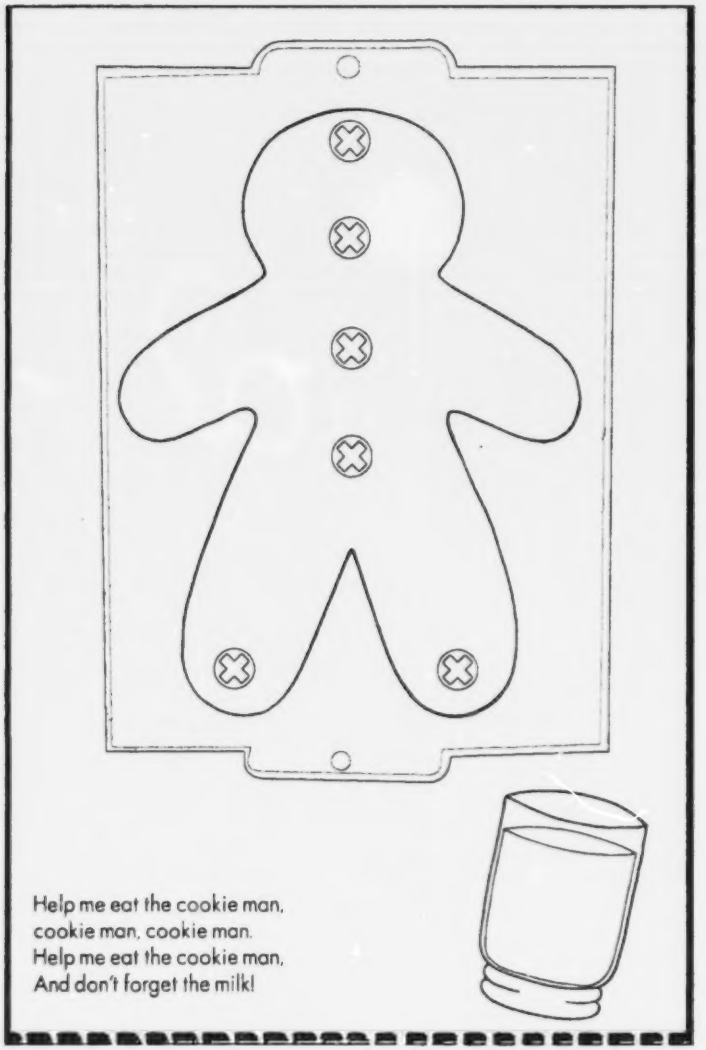
Don't forget his shirt and pants,
shirt and pants, shirt and pants.
Don't forget his shirt and pants,
To make a cookie man.



Third verse — Manipulative pieces

Now he'll need socks and shoes,
socks and shoes, socks and shoes.
Now he'll need socks and shoes,
To make a cookie man.

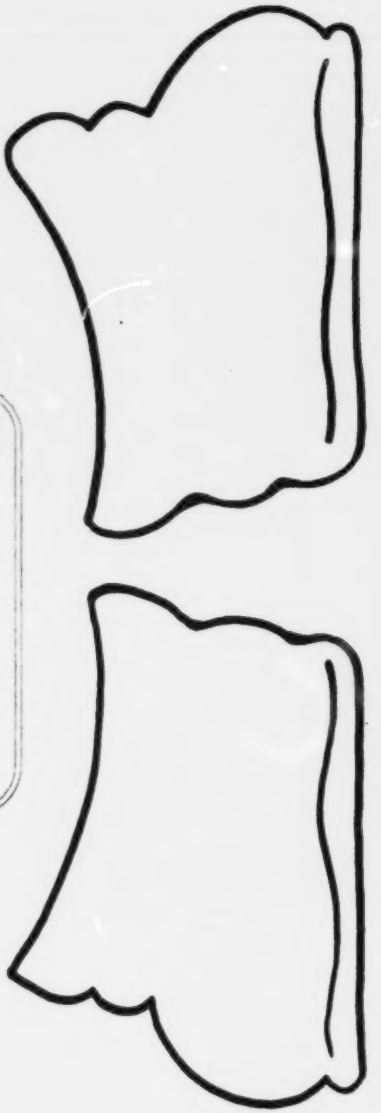
Fourth verse — Manipulative piece



Last verse

Cut out two of each piece:

- One for manipulative
- One for book page



Bright Ideas!

- Cut the cookie sheet out of aluminum foil.
- Use the cooking utensil patterns on page 59 to decorate the title page.

Cookie Man

Tune: Do You Know the Muffin Man?

Help me make a cookie man,
cookie man, cookie man.
Help me make a cookie man,
With raisins for his eyes.

Put a smile on his face,
on his face, on his face.
Put a smile on his face,
To make a cookie man.

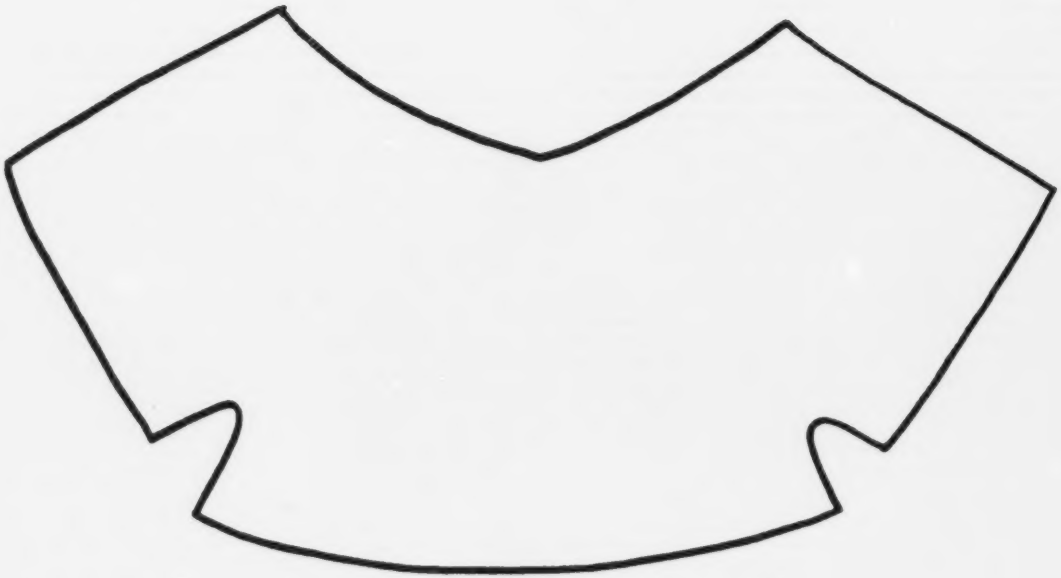
Don't forget his shirt and pants,
shirt and pants, shirt and pants.
Don't forget his shirt and pants,
To make a cookie man.

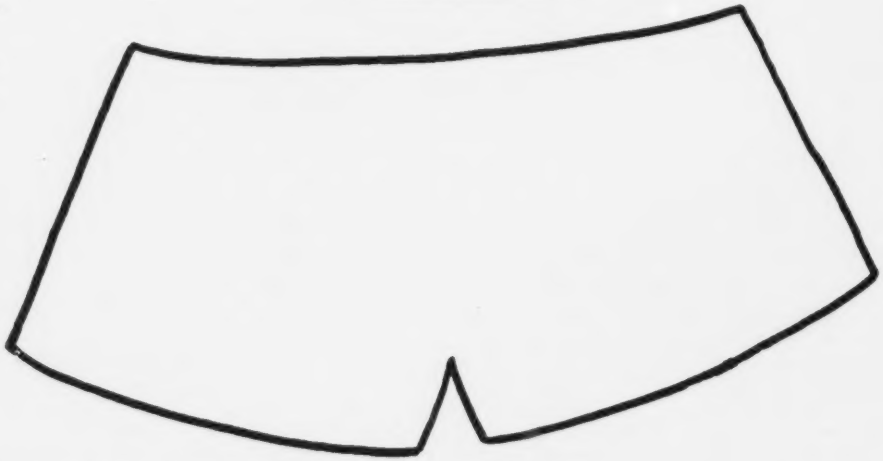
Now he'll need socks and shoes,
socks and shoes, socks and shoes.
Now he'll need socks and shoes,
To make a cookie man.

Help me eat the cookie man,
cookie man, cookie man.
Help me eat the cookie man,
And don't forget the milk!

Cut out two pieces:

- One for manipulative
- One for book page

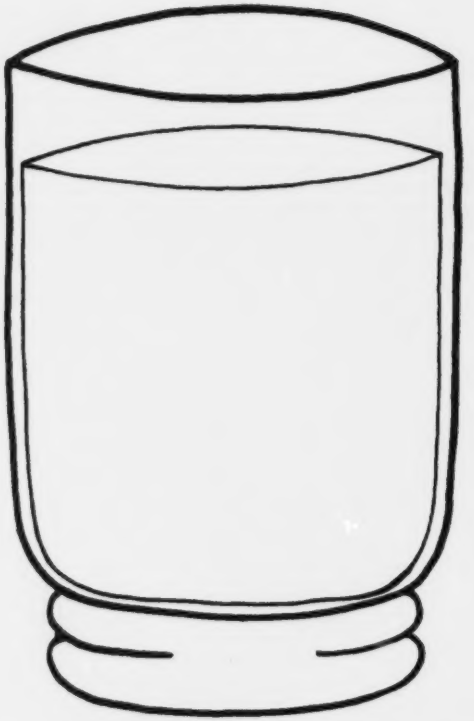




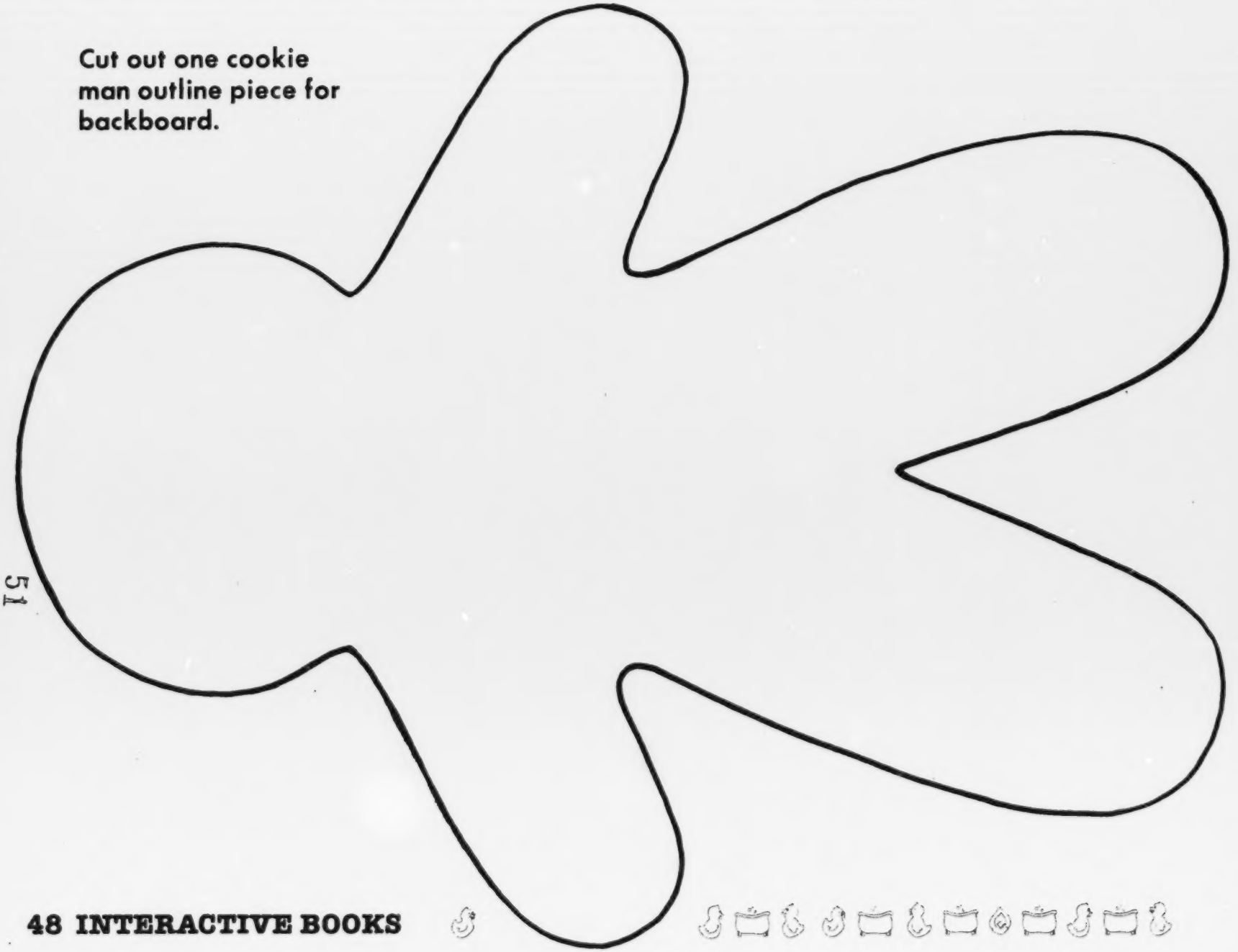
Cut out two of shirt, pants, and smile:

- One for manipulative
- One for book page

Cut out one glass of milk for backboard.



Cut out one cookie man outline piece for backboard.



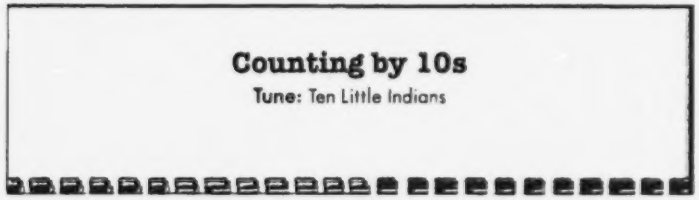
Counting by 10s

SKILLS: Counting to 100 by 10s; multiplication; addition by 10s

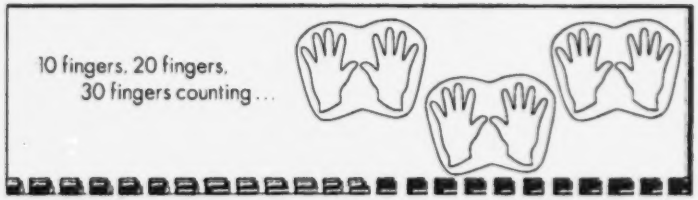
Sight Word Inventory: that('s)

Instructions:

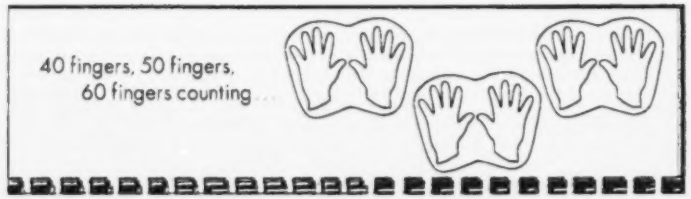
- Cut out four 4" × 12" pages and one 12" × 18" backboard.
- Cut out 10 pairs of hands and glue to paper cut into an outline shape around them.
- Arrange the numbers 10 through 100 on the backboard of the book so that the numbers read from left to right and top to bottom.
- Glue the last verse to the backboard.
- The pairs of hands go three across on every page except the last one.



Title page

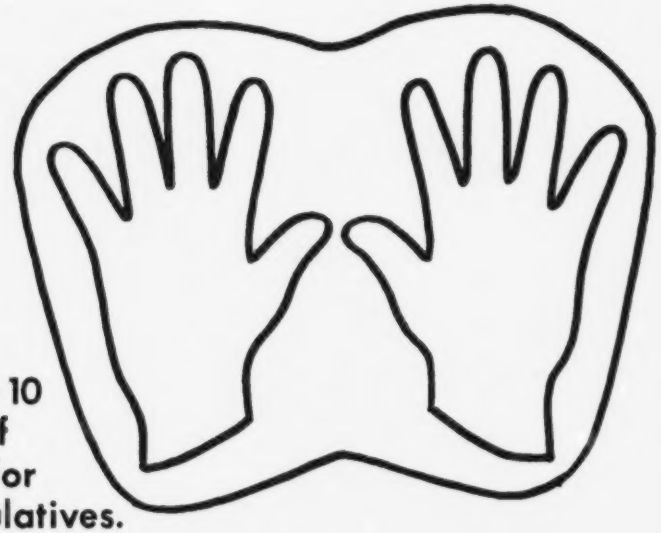


First verse Manipulative pieces



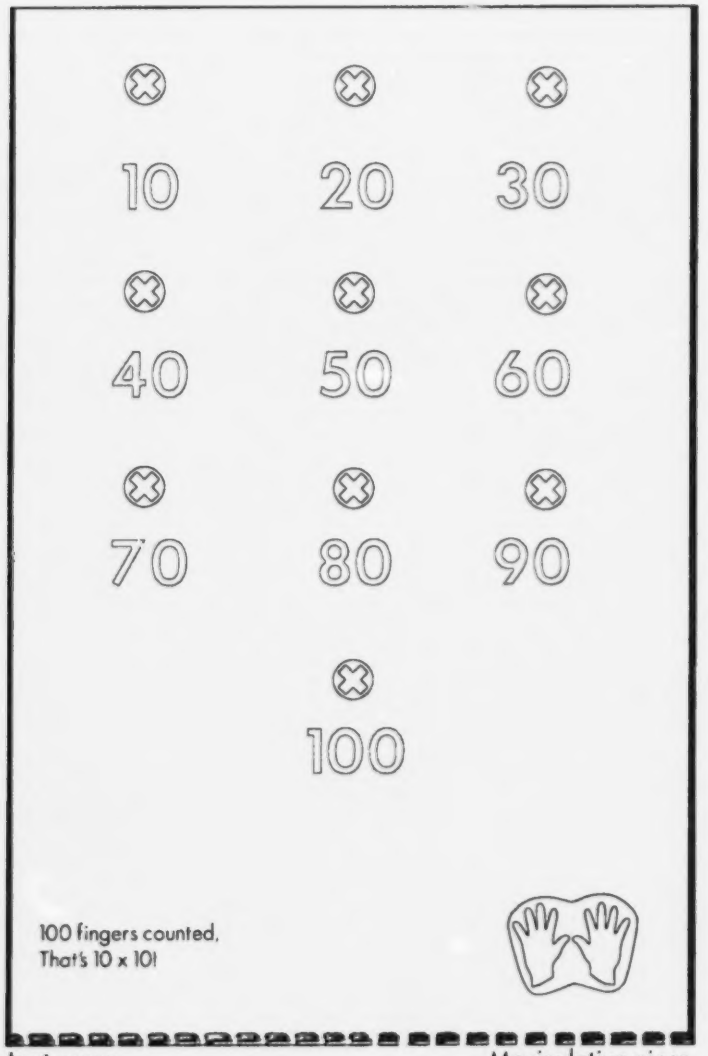
Second verse Manipulative pieces

Third verse Manipulative pieces



Cut out 10 pairs of hands for manipulatives.

Cut out 10 outlines; glue one set of hands to each outline.



Last verse

Manipulative piece

Counting by 10s

Tune: Ten Little Indians

10 fingers, 20 fingers,
30 fingers counting . . .

40 fingers, 50 fingers,
60 fingers counting . . .

70 fingers, 80 fingers,
90 fingers counting . . .

100 fingers counted,
That's 10 × 10!

10 20 30 40 50 60
70 80 90 100

Bright Idea!

Cut out the hands from various shades of skin-colored paper (peach, tan, brown, etc.) to represent various nationalities.

Families

SKILLS: Character education; differences among families

Sight Word Inventory:

all be can family had one that their there('s) they two with

Instructions:

- Cut out eight 4" × 12" pages and one 12" × 18" backboard.
- Cut out family members and glue to paper cut into an outline shape around them.
- Glue the houses to the backboard so that the families go into the houses from left to right and top to bottom when the book is read.
- Glue the last verse to the backboard.
- The alternate verses that repeat and involve snapping fingers do not have a manipulative piece. They are glued to every other page with nothing across from them.

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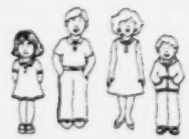
Families

Tune: The Addams Family

Title page

There's a father and a mother.
A sister and a brother.
They all love one another.
That's a family!



First verse — Manipulative piece

Families can be different. (snap, snap)
Families can be different. (snap, snap)
Families can be different,
Families can be different,
Families can be different. (snap, snap)

Chorus, second, fourth, and sixth pages

There's a mother and two sons.
That is everyone.
They all love one another.
That's a family!

Second verse, third page — Manipulative piece

There's a daughter and a dad.
That is all they had.
They both love one another.
That's a family!

Third verse, fifth page — Manipulative piece

There's a sister and a brother.
They live with their grandmother.
They all love one another.
That's a family!

Fourth verse, seventh page

Manipulative piece

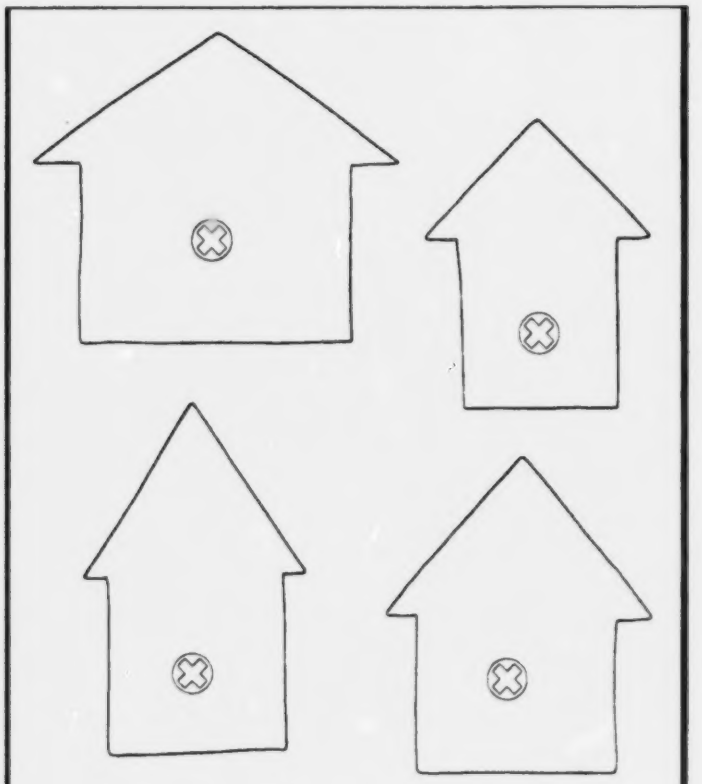
Cut out three girls, four boys, two dads, two mothers, and one grandmother.

Cut out people and make these groups:

- Dad, Mom, girl, boy
- Mom, boy, boy
- Dad, girl
- Grandma, boy, girl

Glue each group to a paper outline. (Cut two outlines per group.)
Each group has its own unique outline.

Glue one outline per group to the appropriate page.



Families can be different. (snap, snap)
Families can be different. (snap, snap)
Families can be different.
Families can be different.
Families can be different. (snap, snap)

Last verse

Families

Tune: The Addams Family

There's a father and a mother,
A sister and a brother.
They all love one another.
That's a family!

Families can be different, (snap, snap)
Families can be different, (snap, snap)
Families can be different,
Families can be different,
Families can be different. (snap, snap)

There's a mother and two sons.
That is everyone.
They all love one another.
That's a family!

Families can be different, (snap, snap)
Families can be different, (snap, snap)
Families can be different,
Families can be different,
Families can be different. (snap, snap)

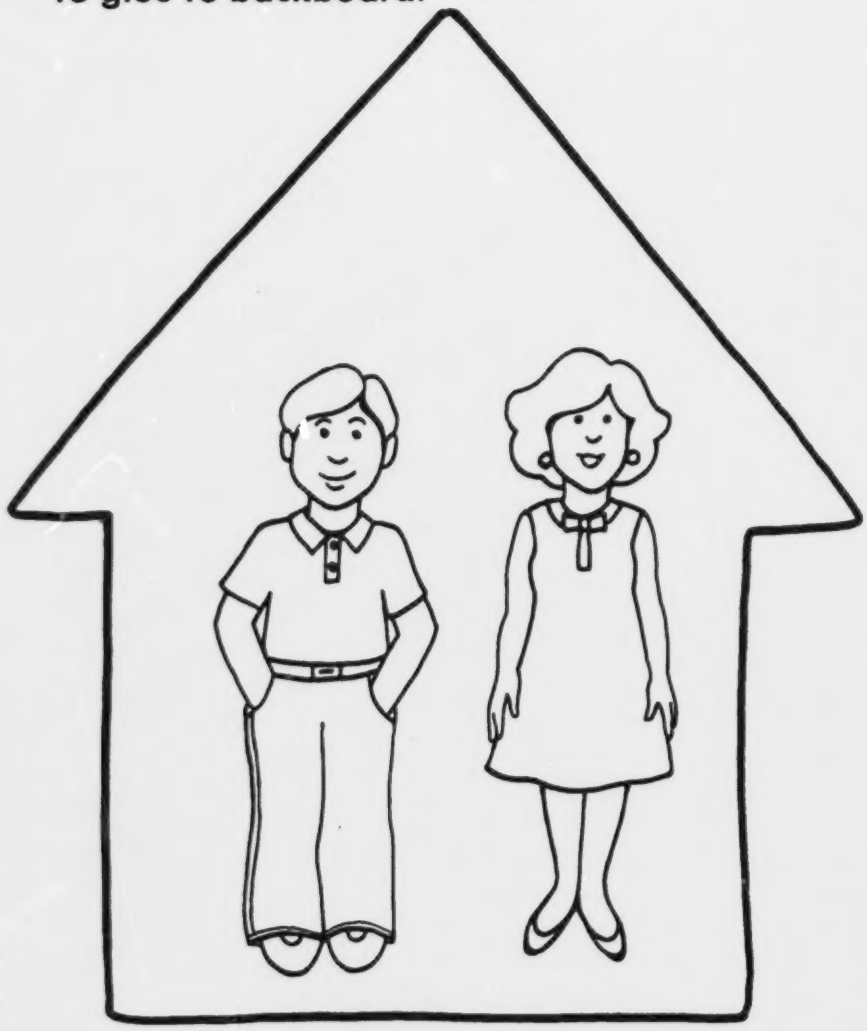
There's a daughter and a dad.
That is all they had.
They both love one another.
That's a family!

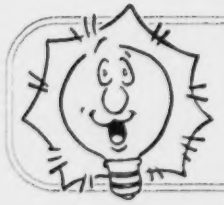
Families can be different, (snap, snap)
Families can be different, (snap, snap)
Families can be different,
Families can be different,
Families can be different. (snap, snap)

There's a sister and a brother.
They live with their grandmother.
They all love one another.
That's a family!

Families can be different, (snap, snap)
Families can be different, (snap, snap)
Families can be different,
Families can be different,
Families can be different. (snap, snap)

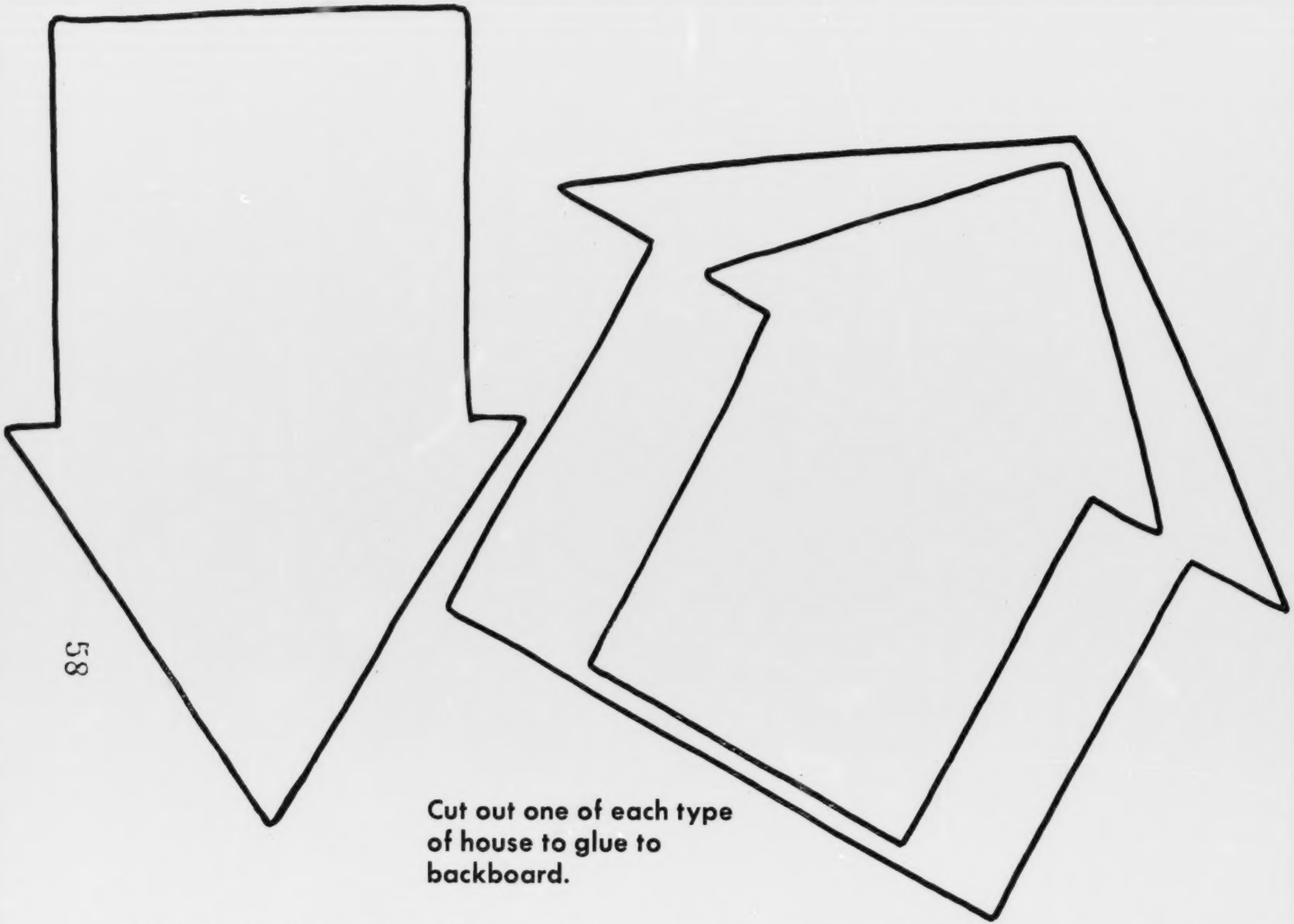
Cut out one of each type of house to glue to backboard.





Bright Idea!

Color family members to resemble one another.



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Cut out one of each type of house to glue to backboard.

The Family in the House Goes . . .

SKILL: Practical living

Sight Word Inventory:

the in my and me so

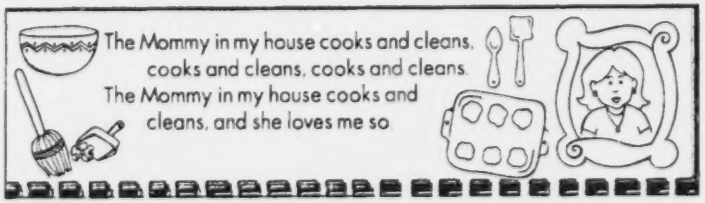
Instructions:

- Cut out six 4" × 12" pages and one 12" × 18" backboard.
- On a green backboard assemble a blue sky with clouds, a roof with a chimney, and four rooms. Be sure to leave 4" at the bottom of the backboard for the book pages.
- Glue the picture frame, the last verse, and two hearts to the bottom section of the backboard.

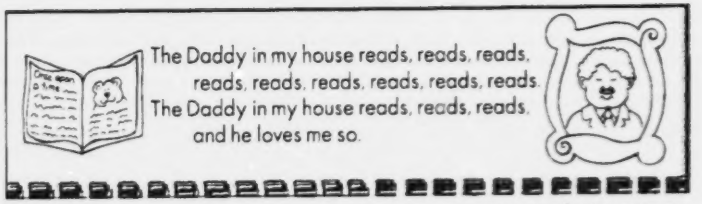
The Family in the House Goes . . .

Tune: The Wheels on the Bus

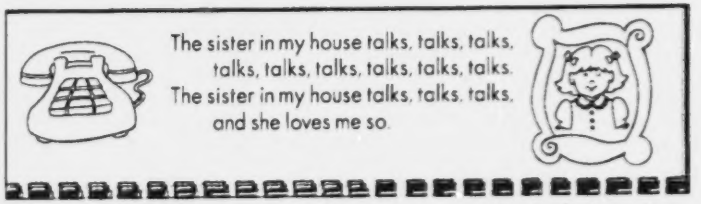
Title page



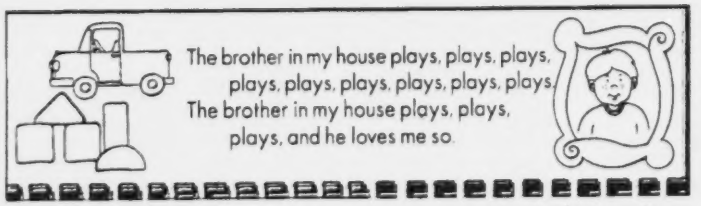
First verse Manipulative piece



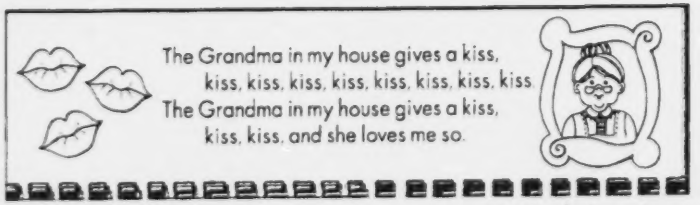
Second verse Manipulative piece



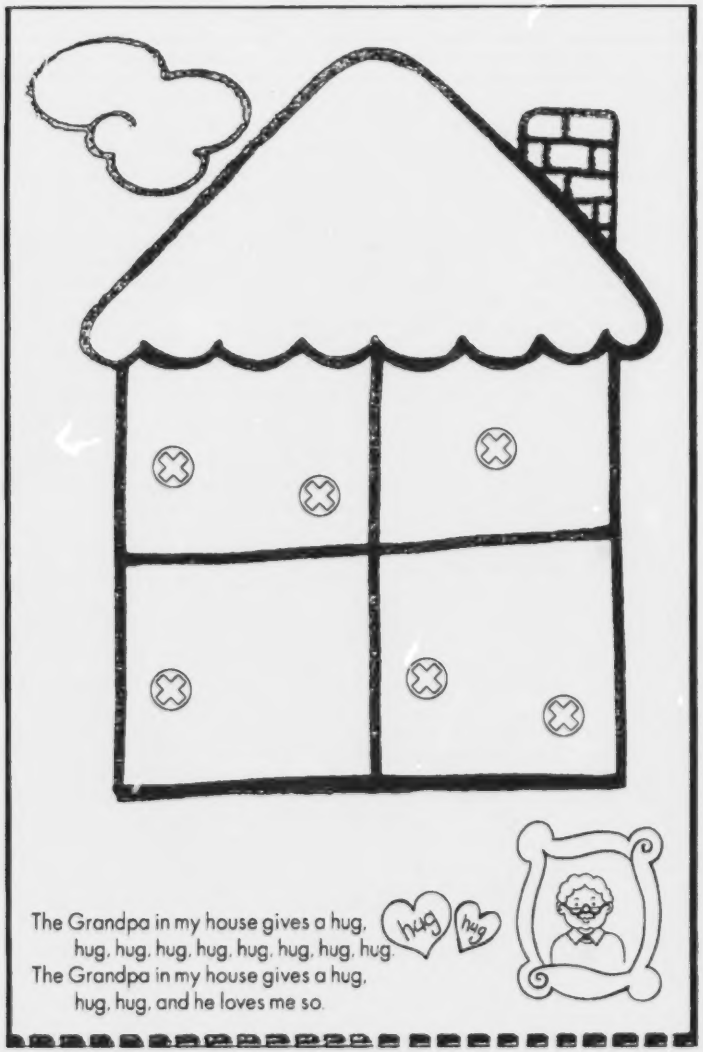
Third verse Manipulative piece



Fourth verse Manipulative piece



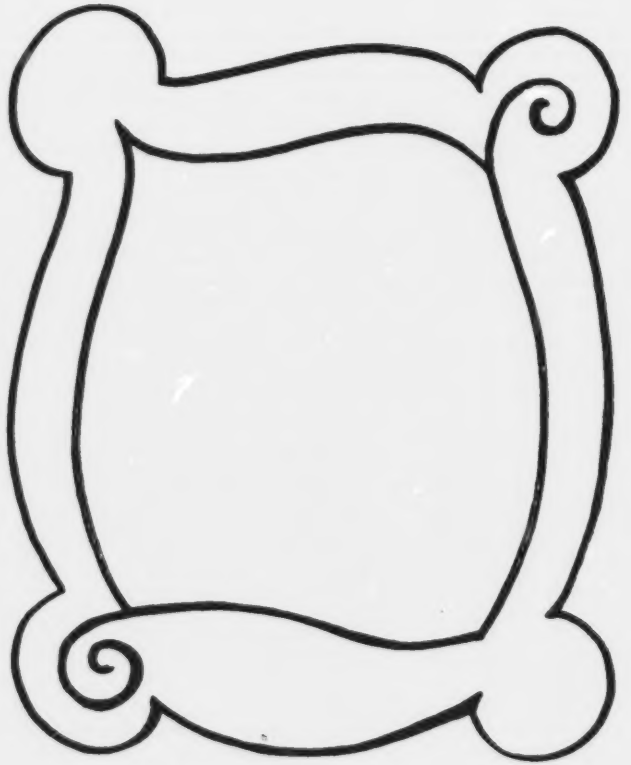
Fifth verse Manipulative piece



The Grandpa in my house gives a hug,
hug, hug, hug, hug, hug, hug, hug, hug.
The Grandpa in my house gives a hug,
hug, hug, and he loves me so.

Last verse

Manipulative piece



Cut out six of each picture frame, one for each book page.

The Family in the House Goes . . .

Tune: The Wheels on the Bus

The Mommy in my house cooks and cleans,
cooks and cleans, cooks and cleans.
The Mommy in my house cooks and cleans,
and she loves me so.

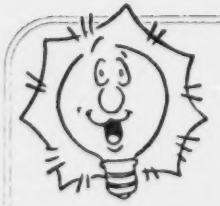
The Daddy in my house reads, reads,
reads, reads, reads, reads, reads,
reads, reads.
The Daddy in my house reads, reads,
reads, and he loves me so.

The sister in my house talks, talks, talks,
talks, talks, talks, talks, talks, talks.
The sister in my house talks, talks, talks,
and she loves me so.

The brother in my house plays, plays, plays,
plays, plays, plays, plays, plays, plays.
The brother in my house plays, plays, plays,
and he loves me so.

The Grandma in my house gives a kiss,
kiss, kiss, kiss, kiss, kiss, kiss, kiss, kiss.
The Grandma in my house gives a kiss,
kiss, kiss, and she loves me so.

The Grandpa in my house gives a hug,
hug, hug, hug, hug, hug, hug, hug, hug.
The Grandpa in my house gives a hug,
hug, hug, and he loves me so.

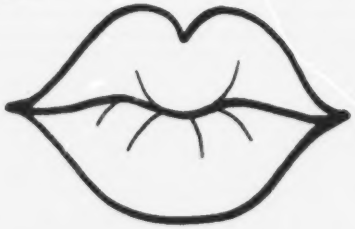


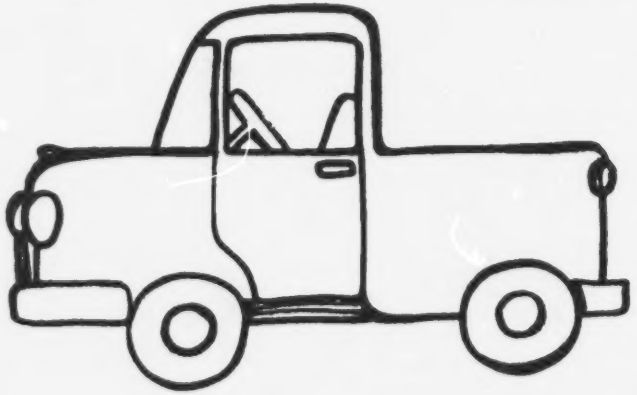
Bright Ideas!

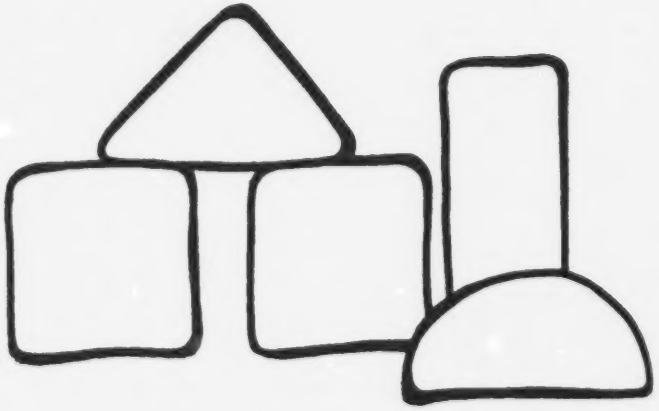
- Use green GEL FX markers or crayons to add grass effects to the title page.
- Tear or cut the tops of pages to resemble grass.

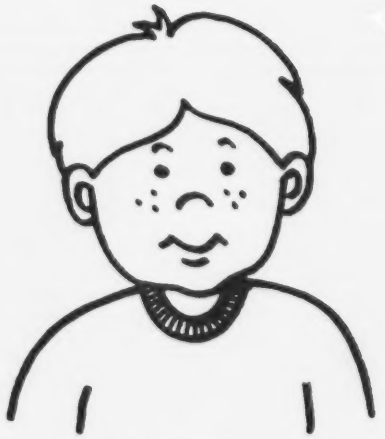
Cut out one each for book pages.

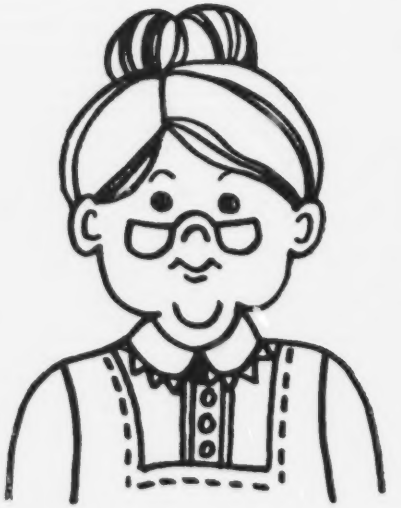
Cut out one each for book pages.



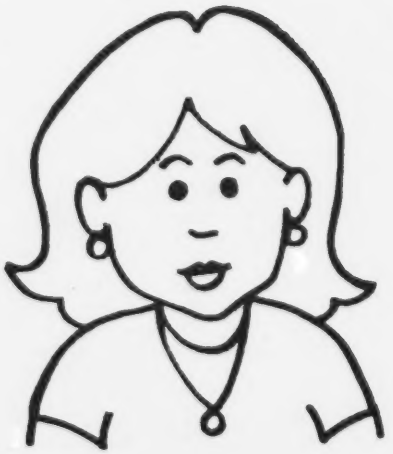


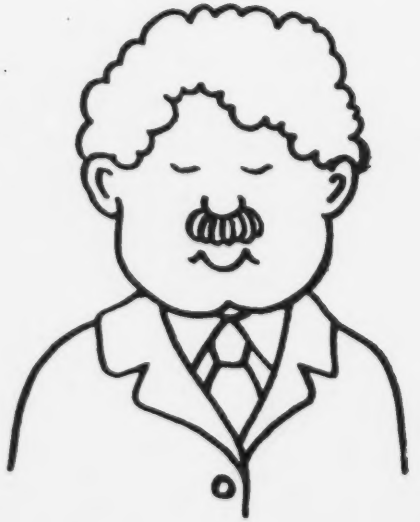






Cut out one of each family member for manipulatives.





Farm Animals

SKILLS: Characteristics of farm animals; animal-word recognition

Sight Word Inventory: an be but can come has her here('s) now on she the there('s) to up us with

Instructions:

- Cut out eight 4" × 12" pages and one 12" × 18" backboard.
- Make an indoor barn scene on the backboard.
- To the first page, opposite the first verse, glue a moon. This piece is not a manipulative.
- To the last page, across from the last verse, glue the farmer in bed. This piece is not a manipulative.
- Encourage the children to place the animals moving from left to right on the backboard.

Farm Animals

Tune: Happy Birthday to You

Title page

On the farm there's a red barn,
On the farm there's a red barn.
It's nighttime, come home, animals.
On the farm there's a red barn.

First verse

Here's a mooing cow,
Here's a mooing cow.
She has seven stomachs.
Here's a mooing cow.

Second verse — Manipulative piece

Here's an oinking pig.
Here's an oinking pig.
She rolls in the mud to stay cool.
Here's an oinking pig.

Third verse — Manipulative piece

Here's a neighing horse,
Here's a neighing horse.
She sleeps standing up.
Here's a neighing horse.

Fourth verse — Manipulative piece

Here's a quacking duck,
Here's a quacking duck.
She goes fishing with her bill.
Here's a quacking duck.

Fifth verse — Manipulative piece

Here's a baa-ing sheep,
Here's a baa-ing sheep.
She gets a haircut to give us wool.
Here's a baa-ing sheep.

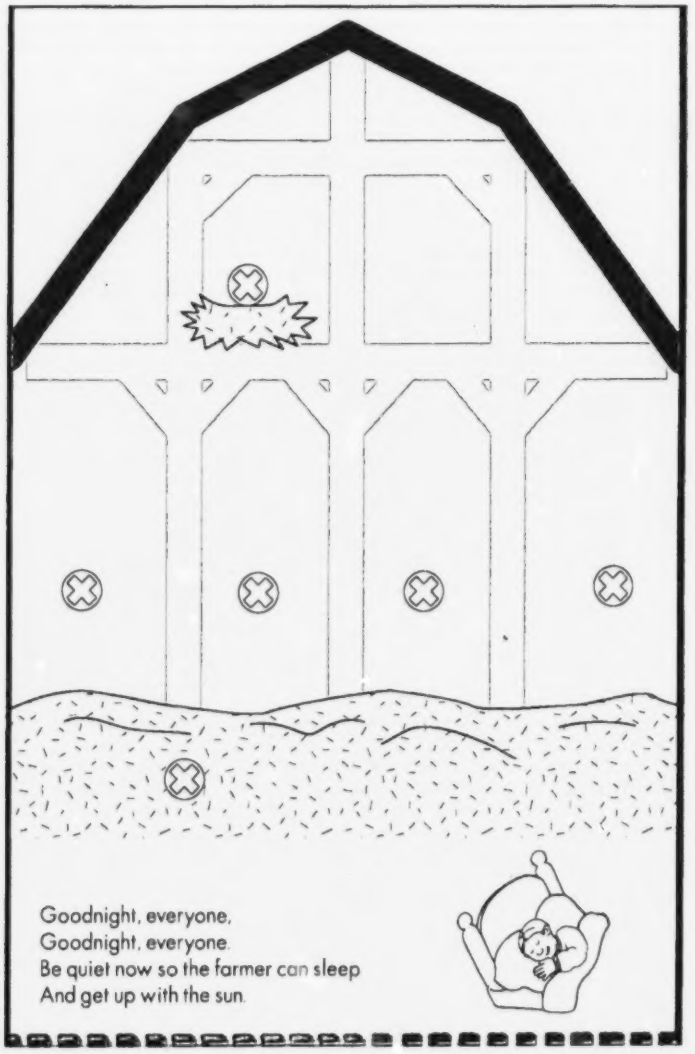
Sixth verse — Manipulative piece

Here's a clucking chicken,
Here's a clucking chicken.
She has wings but can't fly far.
Here's a clucking chicken.

Seventh verse — Manipulative piece

Bright Ideas!

- On each page that has an animal, glue a speech bubble with the appropriate animal sound in it.
- Glue a speech bubble with "Zzzzzz" over the snoring farmer.



Goodnight, everyone,
Goodnight, everyone.
Be quiet now so the farmer can sleep
And get up with the sun.

Last verse

Farm Animals

Tune: Happy Birthday to You

On the farm there's a red barn,
On the farm there's a red barn.
It's nighttime, come home, animals.
On the farm there's a red barn.

Here's a mooing cow,
Here's a mooing cow.
She has seven stomachs.
Here's a mooing cow.

Here's an oinking pig,
Here's an oinking pig.
She rolls in the mud to stay cool.
Here's an oinking pig.

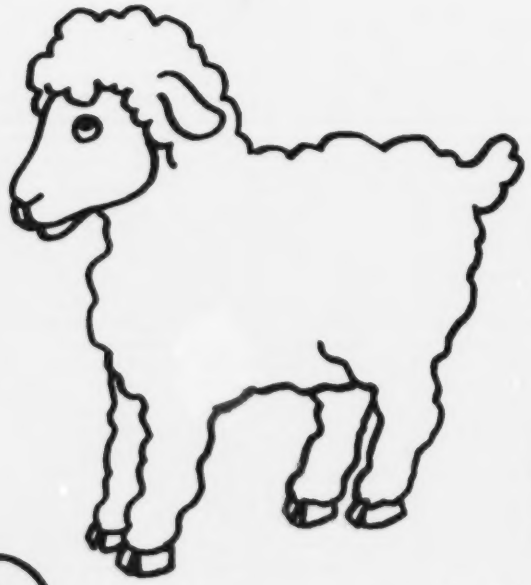
Here's a neighing horse,
Here's a neighing horse.
She sleeps standing up.
Here's a neighing horse.

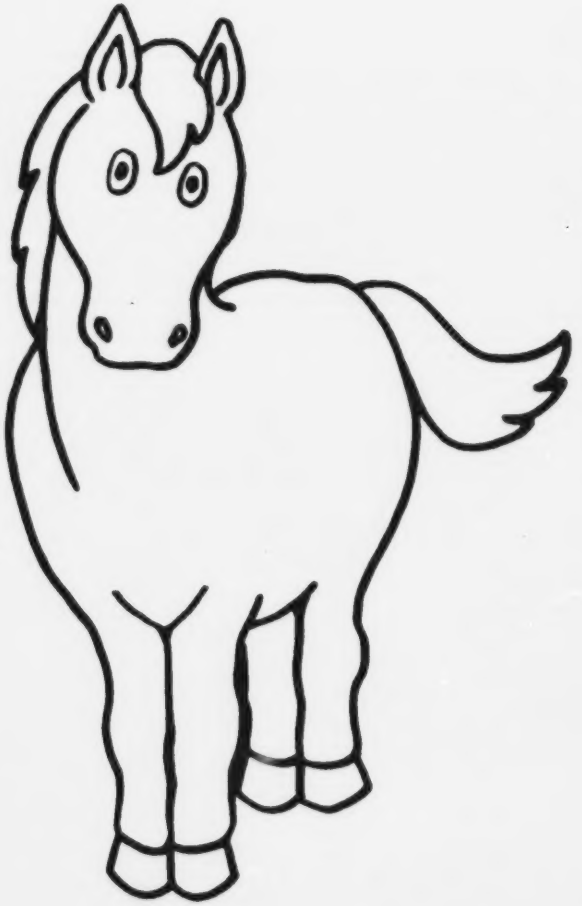
Here's a quacking duck,
Here's a quacking duck.
She goes fishing with her bill.
Here's a quacking duck.

Here's a baa-ing sheep,
Here's a baa-ing sheep.
She gets a haircut to give us wool.
Here's a baa-ing sheep.

Here's a clucking chicken,
Here's a clucking chicken.
She has wings but can't fly far.
Here's a clucking chicken.

Goodnight, everyone,
Goodnight, everyone.
Be quiet now so the farmer can sleep
And get up with the sun.





Cut out two of each animal:

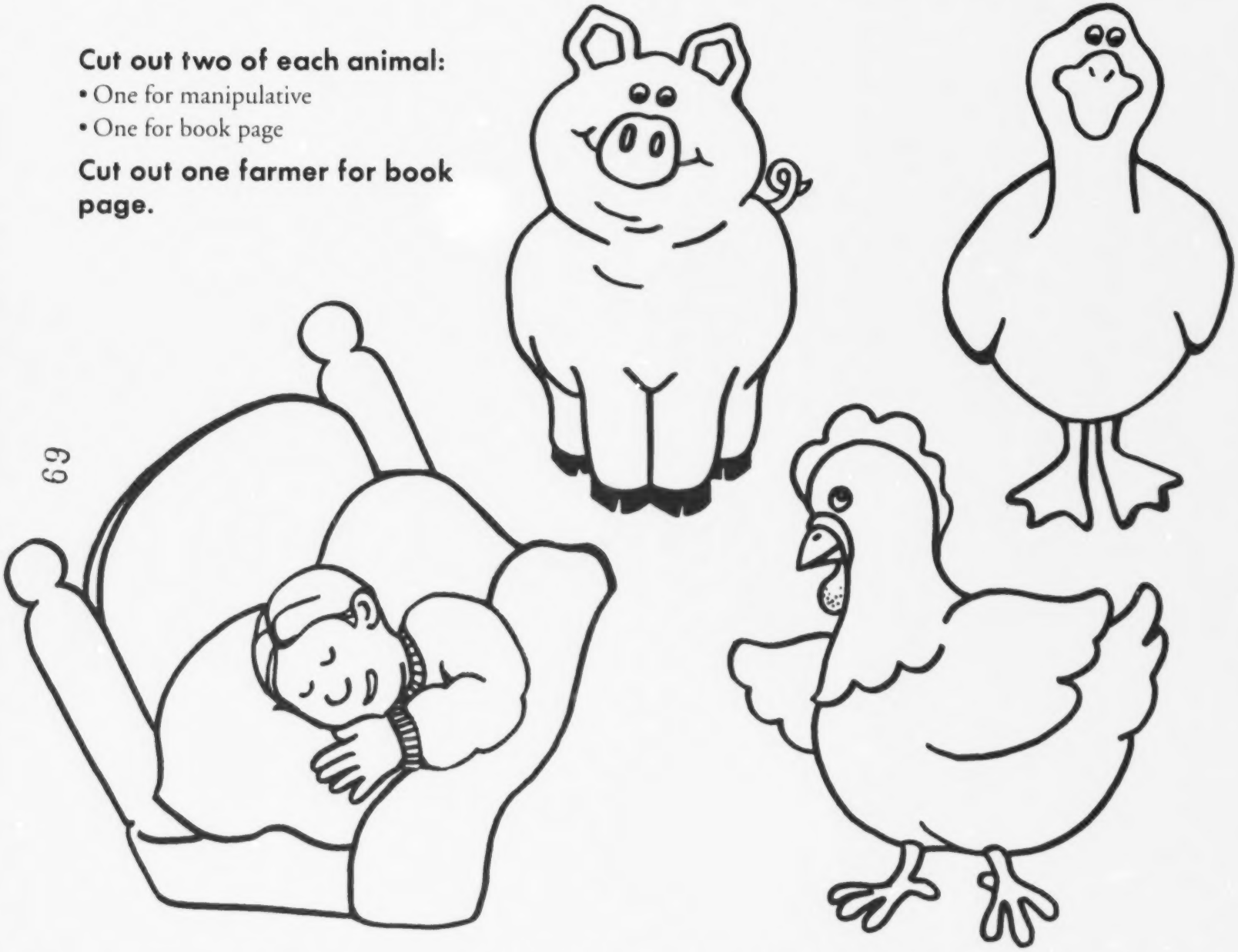
- One for manipulative
- One for book page

Cut out one moon and star for book page.

Cut out two of each animal:

- One for manipulative
- One for book page

Cut out one farmer for book page.



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Five in the Tub

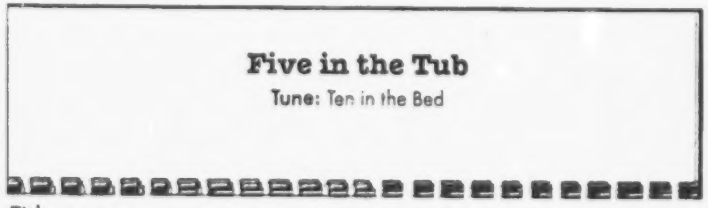
SKILLS: Counting backward from 5 to 0; subtraction by 1s; personal hygiene; number-word recognition

Sight Word Inventory:

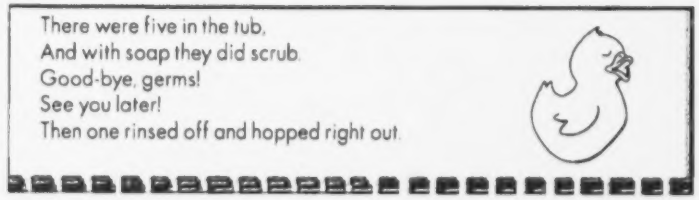
did he in off one out right see the then there they to two was with you

Instructions:

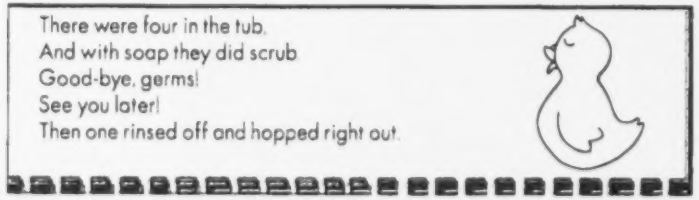
- Cut out five 4" × 12" pages and one 12" × 18" backboard.
- Glue the bathtub to the backboard.
- Glue the last verse to the backboard.
- This book starts with the five ducks in the tub; they go onto the book pages as the book is read.
- Number the ducks and have the children place them in order in the tub from 1 to 5 and from left to right.



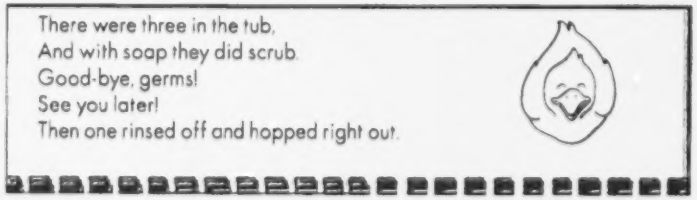
Title page



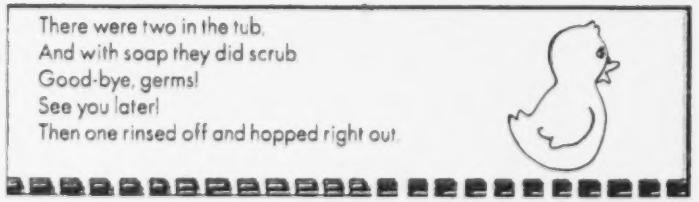
First verse — Manipulative piece



Second verse — Manipulative piece



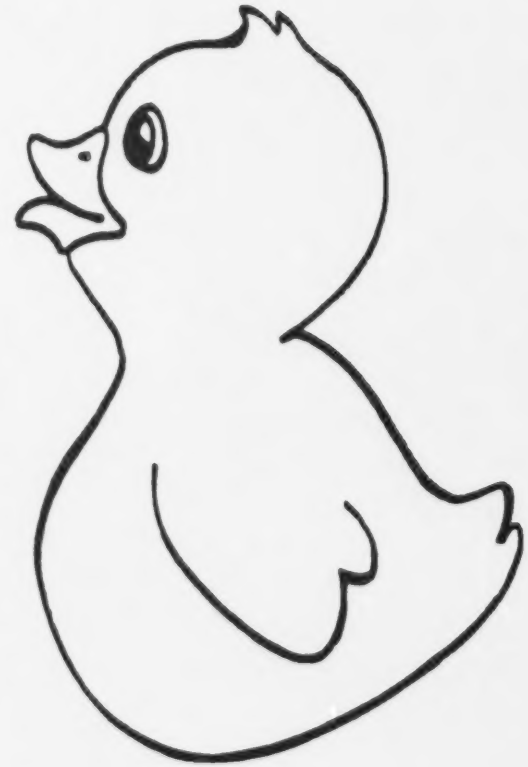
Third verse — Manipulative piece



Fourth verse — Manipulative piece

Last verse

Cut out one duck for a manipulative piece.



Manipulative piece

Five in the Tub

Tune: Ten in the Bed

There were five in the tub,
And with soap they did scrub.
Good-bye, germs!
See you later!
Then one rinsed off and hopped right out.

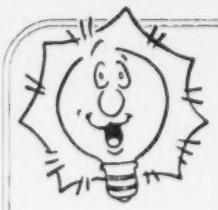
There were four in the tub,
And with soap they did scrub.
Good-bye, germs!
See you later!
Then one rinsed off and hopped right out.

There were three in the tub,
And with soap they did scrub.
Good-bye, germs!
See you later!
Then one rinsed off and hopped right out.

There were two in the tub,
And with soap they did scrub.
Good-bye, germs!
See you later!
Then one rinsed off and hopped right out.

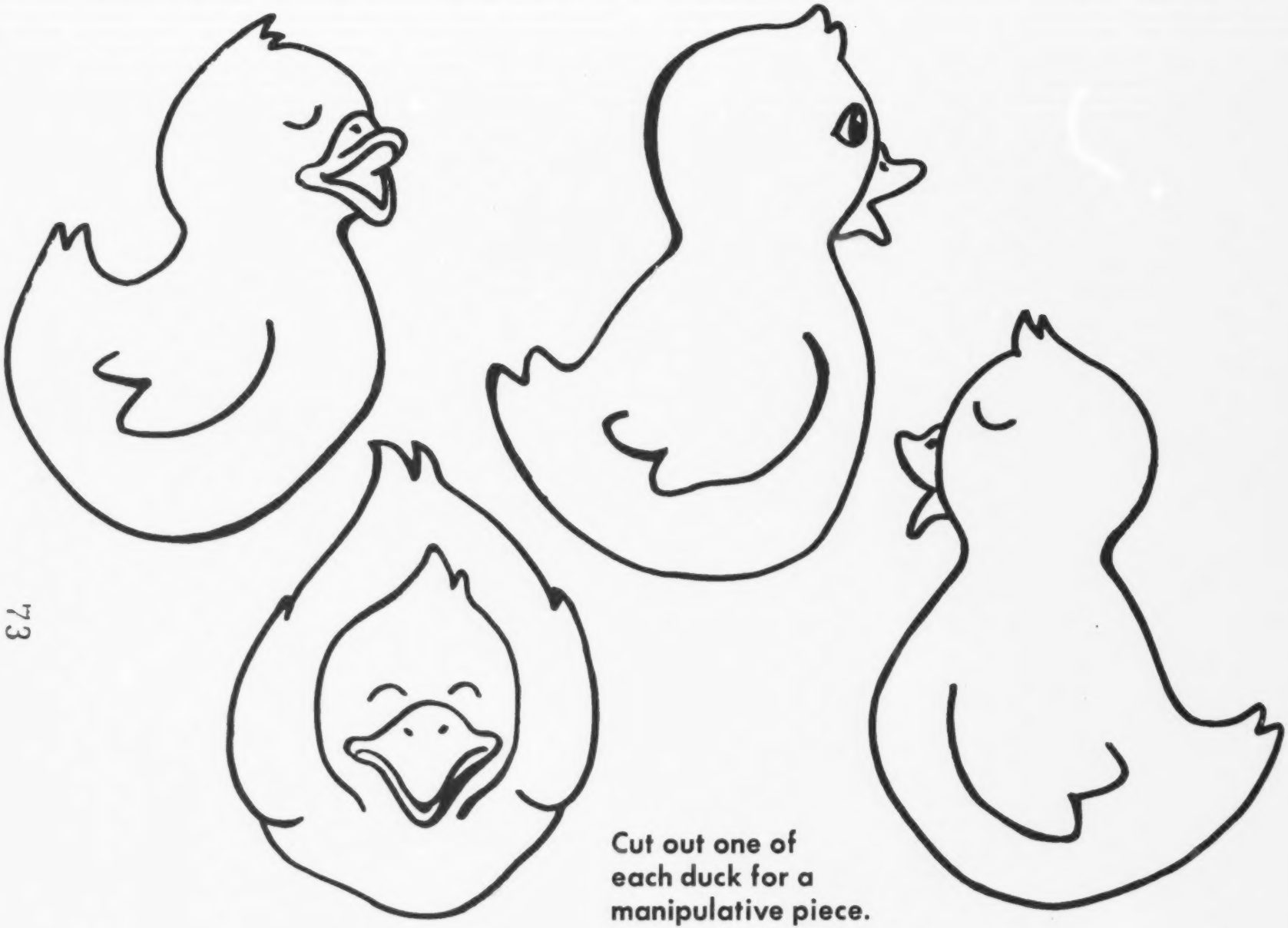
There was one in the tub,
And with soap he did scrub.
Good-bye, germs!
See you later!
Then he rinsed off and hopped right out.

Hey... don't forget to pull the plug!



Bright Ideas!

- Cut round bubbles out of aluminum foil and glue them to the backboard and book pages.
- Use a water-drop-shaped hole punch to punch drops of water out of the book pages.



Cut out one of each duck for a manipulative piece.

Cut out one tub for backboard.

Five Scoops of Ice Cream

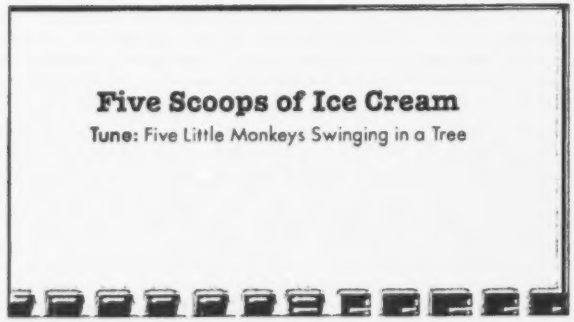
SKILLS: Subtraction by 1s from 5 to 0; number-word recognition; counting backward from 5 to 0

Sight Word Inventory:

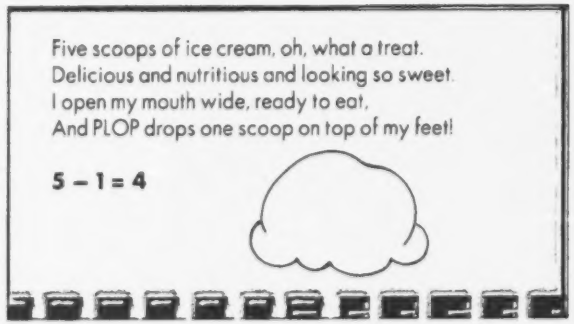
had I look(ing) me more my of on one open please to two what

Instructions:

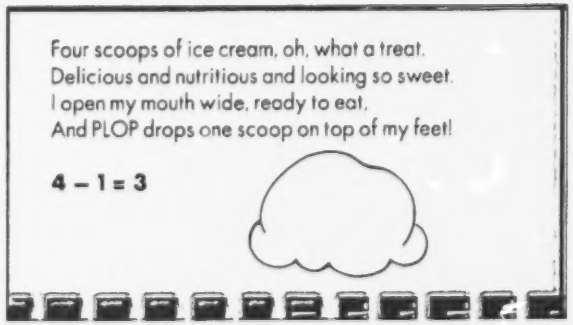
- Cut out six approximately 6" × 8" pages.
- Cut out a 24" × 8" backboard and glue the ice cream cone to it about 6" from the bottom.
- Glue the last verse to the backboard.
- Glue the equations under the appropriate paragraphs.
- Begin reading this book with the scoops of ice cream on the backboard and move them to the pages as the book is read.



Title page



First verse Manipulative piece



Second verse Manipulative piece

Three scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!

3 – 1 = 2

Third verse — Manipulative piece

Two scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!

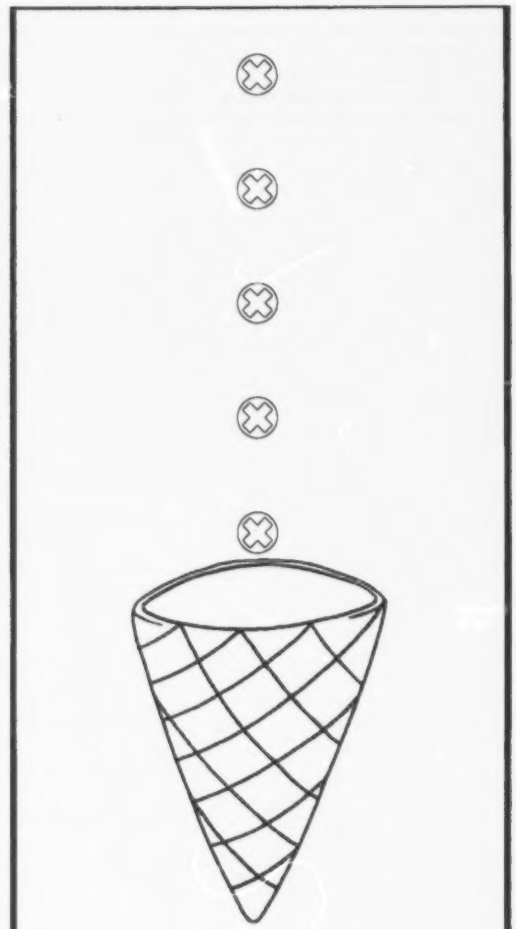
2 – 1 = 1

Fourth verse — Manipulative piece

One scoop of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops that scoop on top of my feet!

1 – 1 = 0

Fifth verse — Manipulative piece



Zero scoops of ice cream, oh, that's so sad.
It looked delicious and nutritious, and I wanted it so bad.
I open my mouth wide and yell, "Dad,
please bring me more ice cream
'cause I dropped what I had!"

Last verse

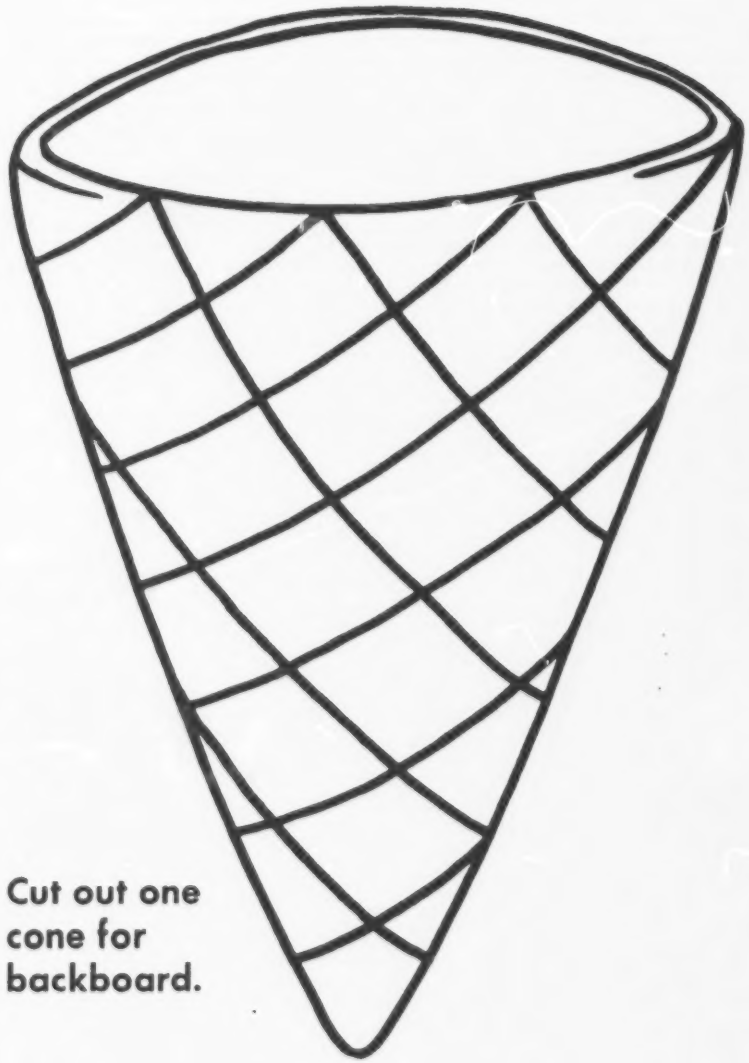
Five Scoops of Ice Cream

Tune: Five Little Monkeys Swinging in a Tree

Five scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!
5 – 1 = 4

Four scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!
4 – 1 = 3

Three scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!
3 – 1 = 2



Cut out one cone for backboard.

Two scoops of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops one scoop on top of my feet!
2 – 1 = 1

One scoop of ice cream, oh, what a treat.
Delicious and nutritious and looking so sweet.
I open my mouth wide, ready to eat,
And PLOP drops that scoop on top of my feet!
1 – 1 = 0

Zero scoops of ice cream, oh, that's so sad.
It looked delicious and nutritious, and I wanted it so bad.
I open my mouth wide and yell, "Dad,
please bring me more ice cream
'cause I dropped what I had!"

Cut out 10 scoops of ice cream, two each of five different colors:

- One for manipulative
- One for book page

Habitats

SKILLS: Science; animal habitats; animal-word recognition

Sight Word Inventory:

all are be come not of off the their they think thing to with your

Instructions:

- Cut out six 4" × 12" pages and a 12" × 14" backboard.
- Glue the habitats to the backboard, going from left to right and top to bottom according to how the book is read.
- Glue the last verse to the backboard.

Habitats

Tune: Happy Birthday to You

Title page

Fish live in water,
Fish live in water.
They never dry off with a towel.
Fish live in water.

First verse — Manipulative piece

Birds live in nests,
Birds live in nests.
They're not afraid of heights.
Birds live in nests.

Second verse — Manipulative piece

Ants live in anthills,
Ants live in anthills.
They'll come to your picnic.
Ants live in anthills.

Third verse — Manipulative piece

Spiders live in webs,
Spiders live in webs.
Get stuck and you're dinner.
Spiders live in webs.

Fourth verse — Manipulative piece

Bats live in caves,
Bats live in caves.
They don't need a nightlight.
Bats live in caves.

Fifth verse — Manipulative piece

Last verse

Manipulative piece

Cut out one anthill and one nest for backboard.

Bright Idea!

Use glitter crayons for extra pizzazz.

Habitats

Tune: Happy Birthday to You

Fish live in water,
Fish live in water.
They never dry off with a towel.
Fish live in water.

Birds live in nests,
Birds live in nests.
They're not afraid of heights.
Birds live in nests.

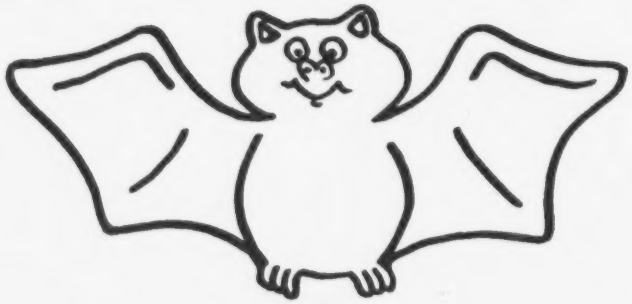
Ants live in anthills,
Ants live in anthills.
They'll come to your picnic.
Ants live in anthills.

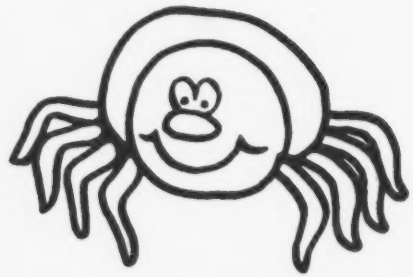
Spiders live in webs,
Spiders live in webs.
Get stuck and you're dinner
Spiders live in webs.

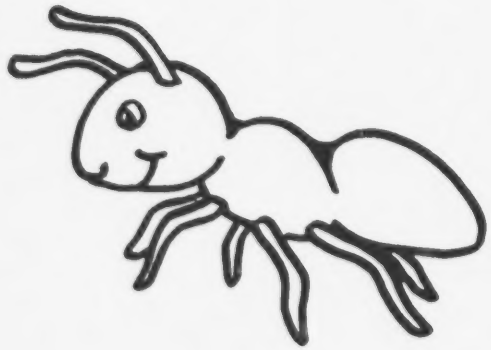
Bats live in caves,
Bats live in caves.
They don't need a nightlight.
Bats live in caves.

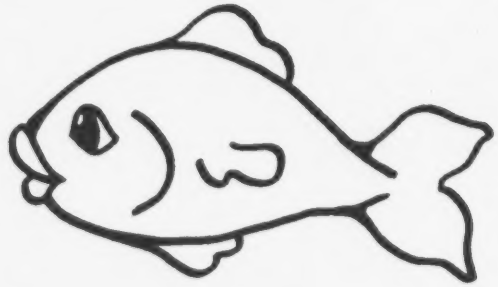
Children live in houses,
With their families.
All living things think their homes
Are the best place to be.

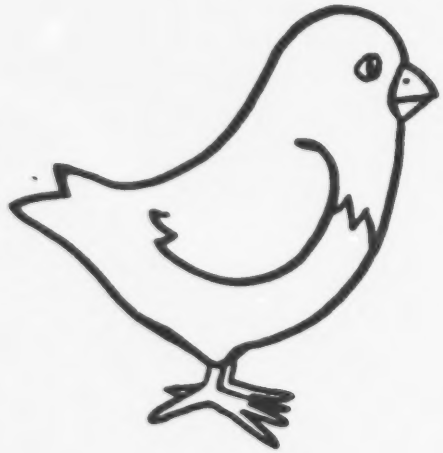
Cut out one of each piece for backboard.











Cut out two ants, two fish, two spiders, two girls, two bats, and two birds:

- One for manipulative
- One for book page

Laundry

SKILL: Vowel recognition

Sight Word Inventory:

did the and in her with here there

Instructions:

- Cut out five 4" × 12" pages and a 12" × 14" backboard.
- Enlarge the laundry basket and glue it to the backboard.
- Glue the last verse and the jeans with the vowel ***u*** on them to the backboard.
- Decorate the title page with laundry items (clothes hangers, washing machine, clothes, soap, etc.).

Laundry

Tune: Old MacDonald Had a Farm

Title page

Bright Idea!

Use your clip art to find pictures relating to laundry.

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a shirt—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

First verse — Manipulative piece

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a dress—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

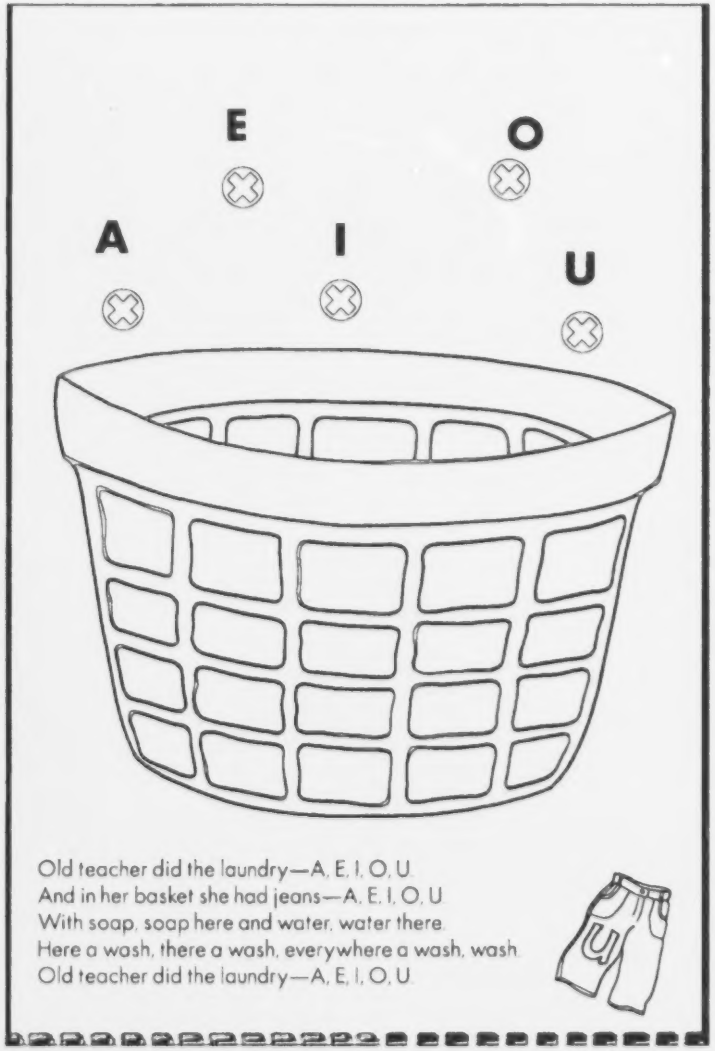
Second verse — Manipulative piece

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had shorts—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

Third verse — Manipulative piece

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a jacket—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

Fourth verse — Manipulative piece



Old teacher did the laundry—A, E, I, O, U
And in her basket she had jeans—A, E, I, O, U
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U

Last verse

Manipulative piece

Cut out two of each clothing/vowel:

- One for manipulative
- One for book page

Laundry

Tune: Old MacDonald Had a Farm

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a shirt—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a dress—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

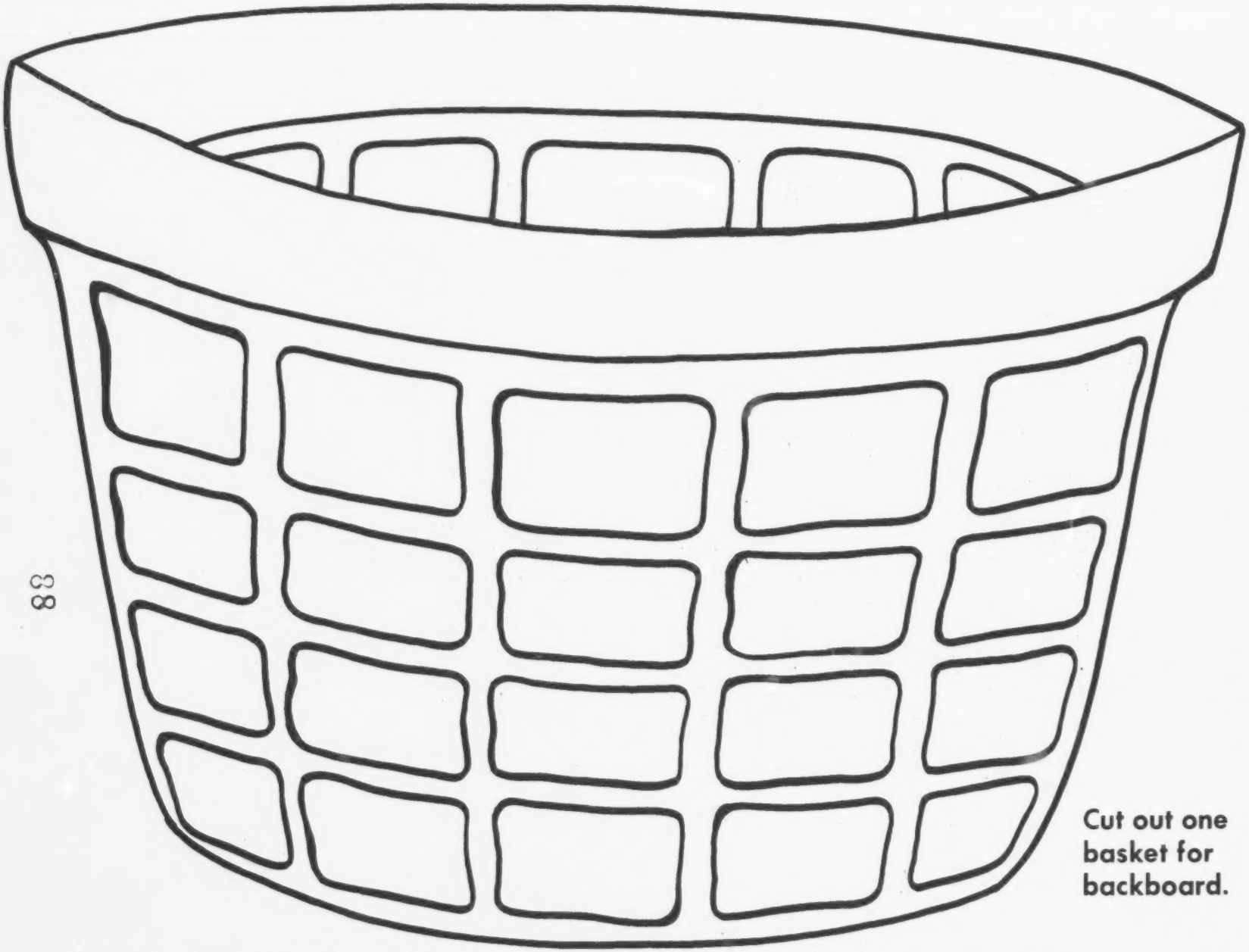
Old teacher did the laundry—A, E, I, O, U.
And in her basket she had shorts—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had a jacket—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

Old teacher did the laundry—A, E, I, O, U.
And in her basket she had jeans—A, E, I, O, U.
With soap, soap here and water, water there.
Here a wash, there a wash, everywhere a wash, wash.
Old teacher did the laundry—A, E, I, O, U.

A E I O U

Cut out and glue to backboard.



Cut out one basket for backboard.

Life Cycle of a Caterpillar

SKILLS: Science; life cycle of a butterfly

Sight Word Inventory:

an for he on out then there two was

Instructions:

- Cut out four 4" × 12" pages and a 12" × 18" backboard.
- Glue the tree trunk and leaves to the backboard.
- Glue the word labels for the life stages of a caterpillar so they develop from left to right as the book is read.
- There is no verse on the backboard.
- Draw an arrow at the bottom of each verse to indicate that the action of that verse takes place on the next page.

Life Cycle of a Caterpillar

Tune: Mary Had a Little Lamb

Title page

There was an egg on a leaf,
On a leaf, on a leaf.
There was an egg on a leaf,
Then out POPPED a caterpillar.

egg

First verse — Manipulative piece

The caterpillar ate and grew,
Ate and grew, ate and grew.
The caterpillar ate and grew,
Then SPUN himself a cocoon.

caterpillar

Second verse — Manipulative piece

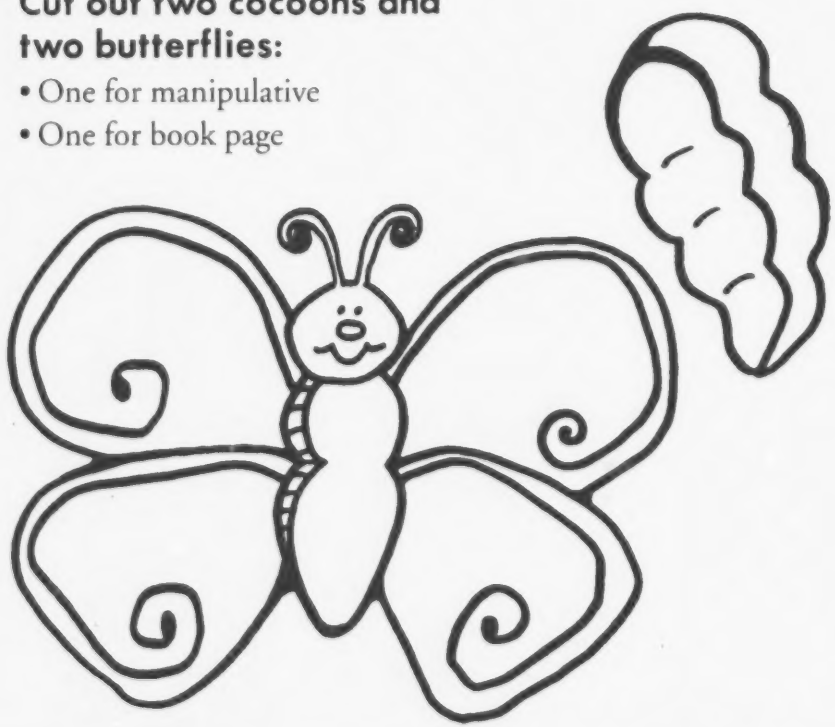
He was in the cocoon for two weeks,
For two weeks, for two weeks.
He was in the cocoon for two weeks,
Then BURST out and was a butterfly!

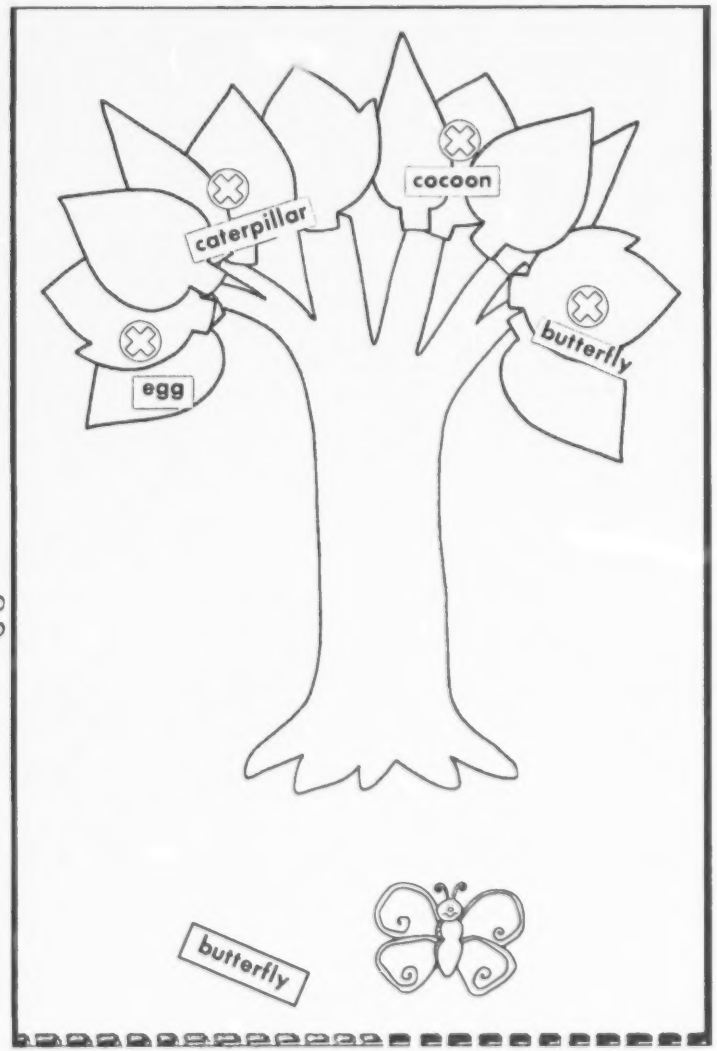
cocoon

Third verse — Manipulative piece

Cut out two cocoons and two butterflies:

- One for manipulative
- One for book page





Last page

Manipulative piece

Life Cycle of a Caterpillar

Tune: Mary Had a Little Lamb

There was an egg on a leaf,
On a leaf, on a leaf.
There was an egg on a leaf,
Then out POPPED a caterpillar.

The caterpillar ate and grew,
Ate and grew, ate and grew.
The caterpillar ate and grew,
Then SPUN himself a cocoon.

He was in the cocoon for two weeks,
For two weeks, for two weeks.
He was in the cocoon for two weeks,
Then BURST out and was a butterfly!

egg caterpillar cocoon butterfly

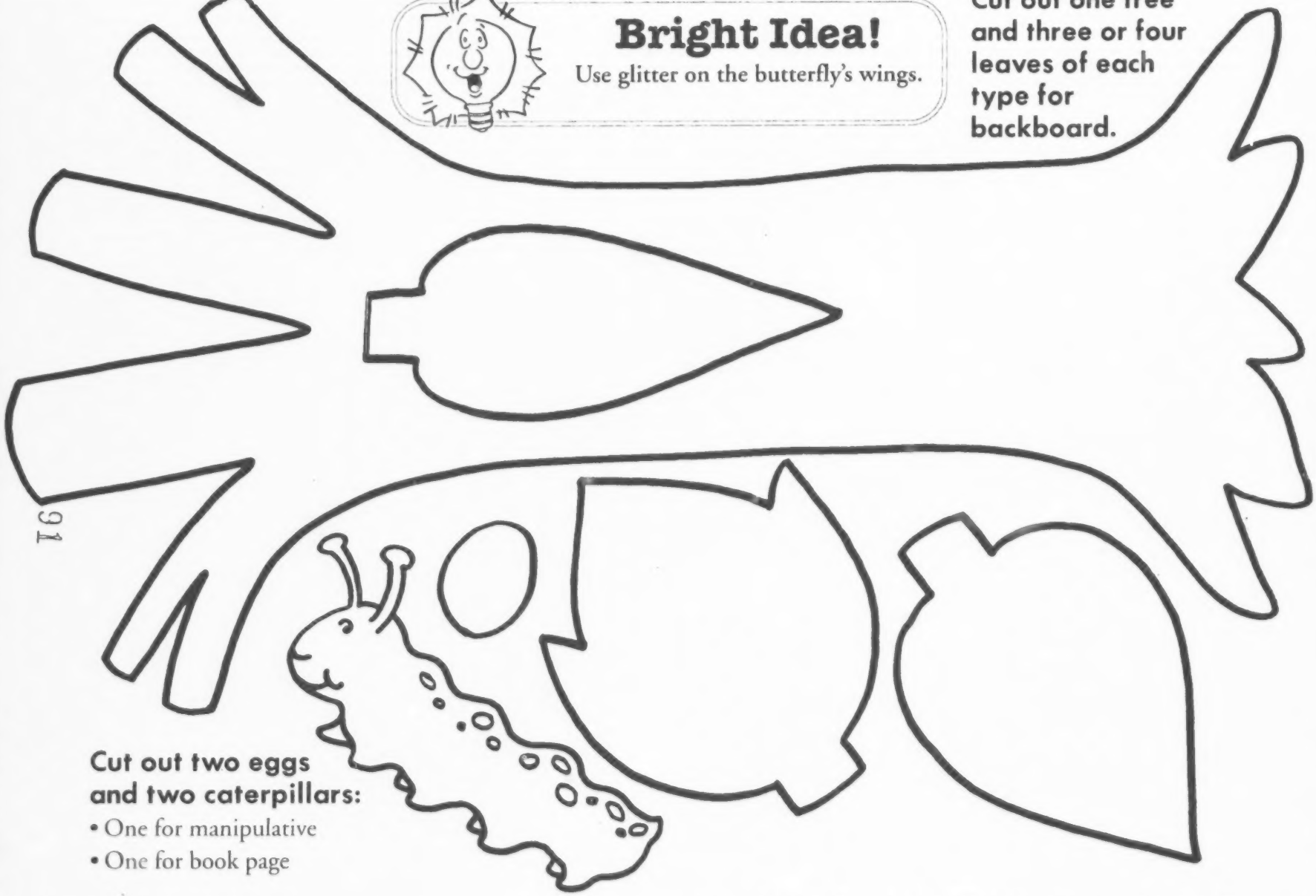
Cut out two sets of words:

- One for manipulative
- One for book page

Bright Idea!

Use glitter on the butterfly's wings.

Cut out one tree and three or four leaves of each type for backboard.



Cut out two eggs and two caterpillars:

- One for manipulative
- One for book page

Lost My Mitten

SKILLS: Visual discrimination;
left and right concepts

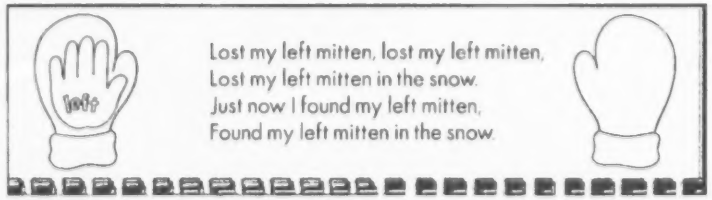
Sight Word Inventory:

just now my I

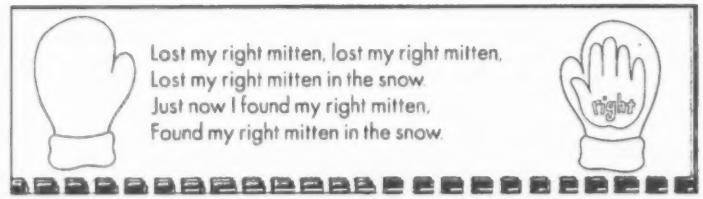
Instructions:

- Cut out six 4" × 12" pages and a 12" × 18" backboard.
- Use a white backboard to resemble snow.
- Glue the left mitten, the last verse, and the right hand to the bottom of the backboard.
- Glue two hands to the title page.
- Decorate mitten pairs so they match.

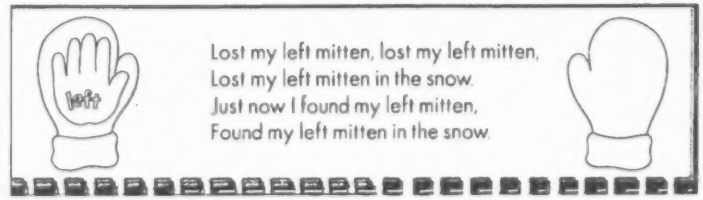
Title page



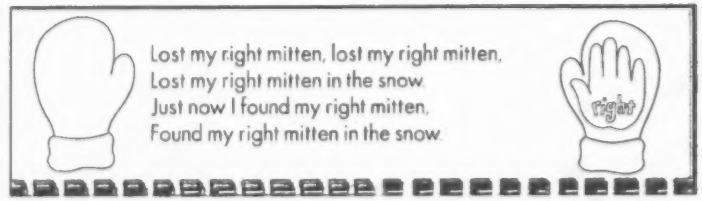
First verse,
manipulative piece



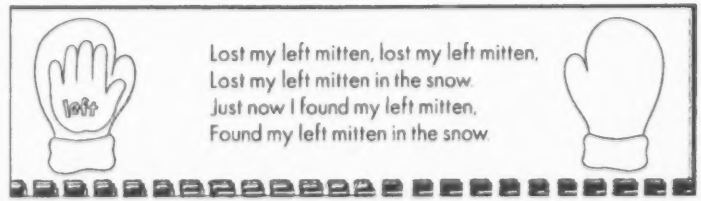
Second verse — Manipulative piece



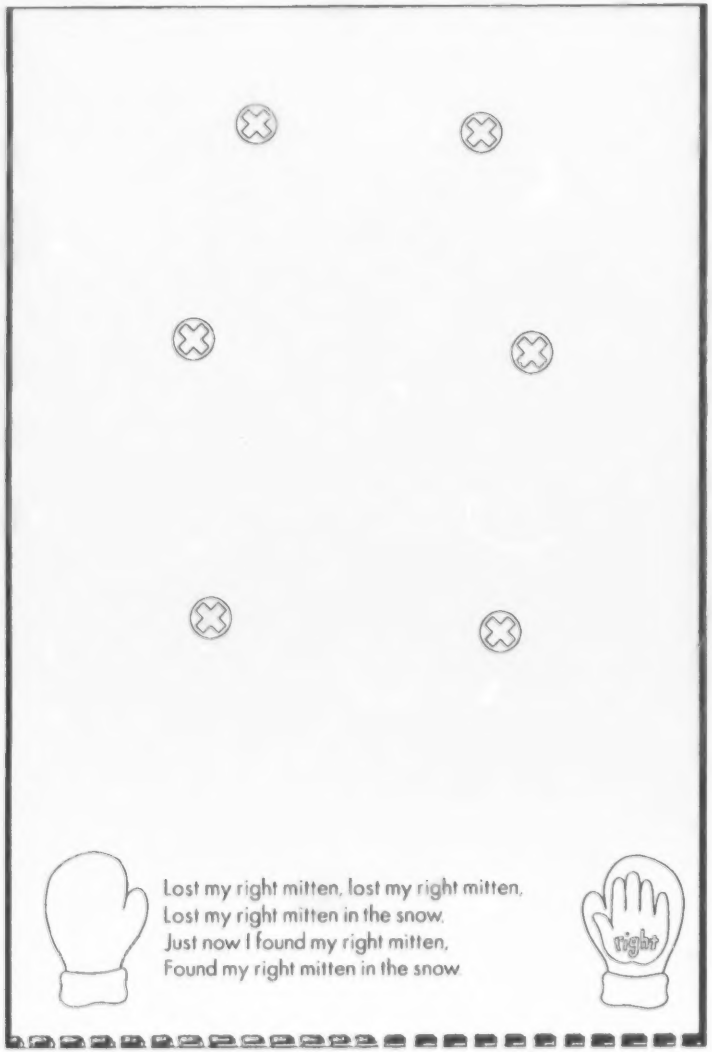
Third verse,
manipulative piece



Fourth verse — Manipulative piece



Fifth verse,
manipulative piece

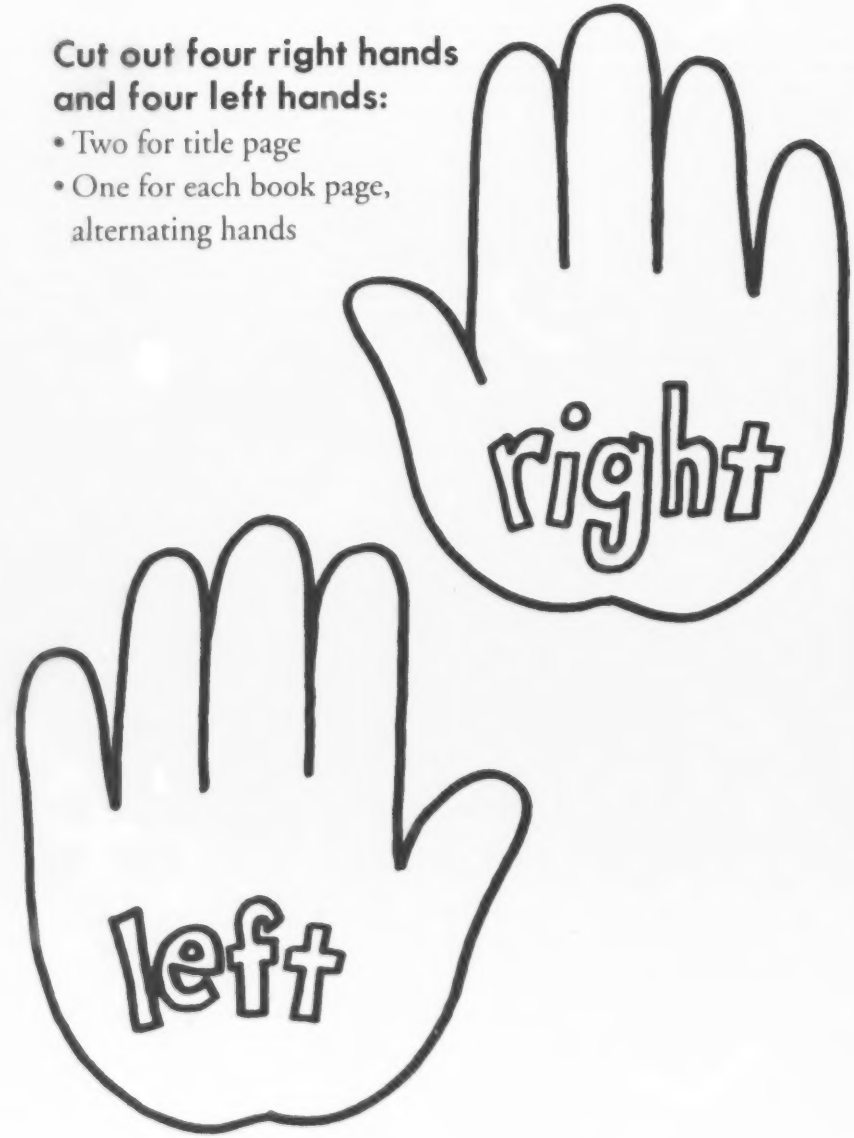


Last verse

Manipulative piece

Cut out four right hands and four left hands:

- Two for title page
- One for each book page, alternating hands



Lost My Mitten

Tune: Found a Peanut

Lost my left mitten, lost my left mitten,
Lost my left mitten in the snow.
Just now I found my left mitten,
Found my left mitten in the snow.

Lost my right mitten, lost my right mitten,
Lost my right mitten in the snow.
Just now I found my right mitten,
Found my right mitten in the snow.

Lost my left mitten, lost my left mitten,
Lost my left mitten in the snow.
Just now I found my left mitten,
Found my left mitten in the snow.

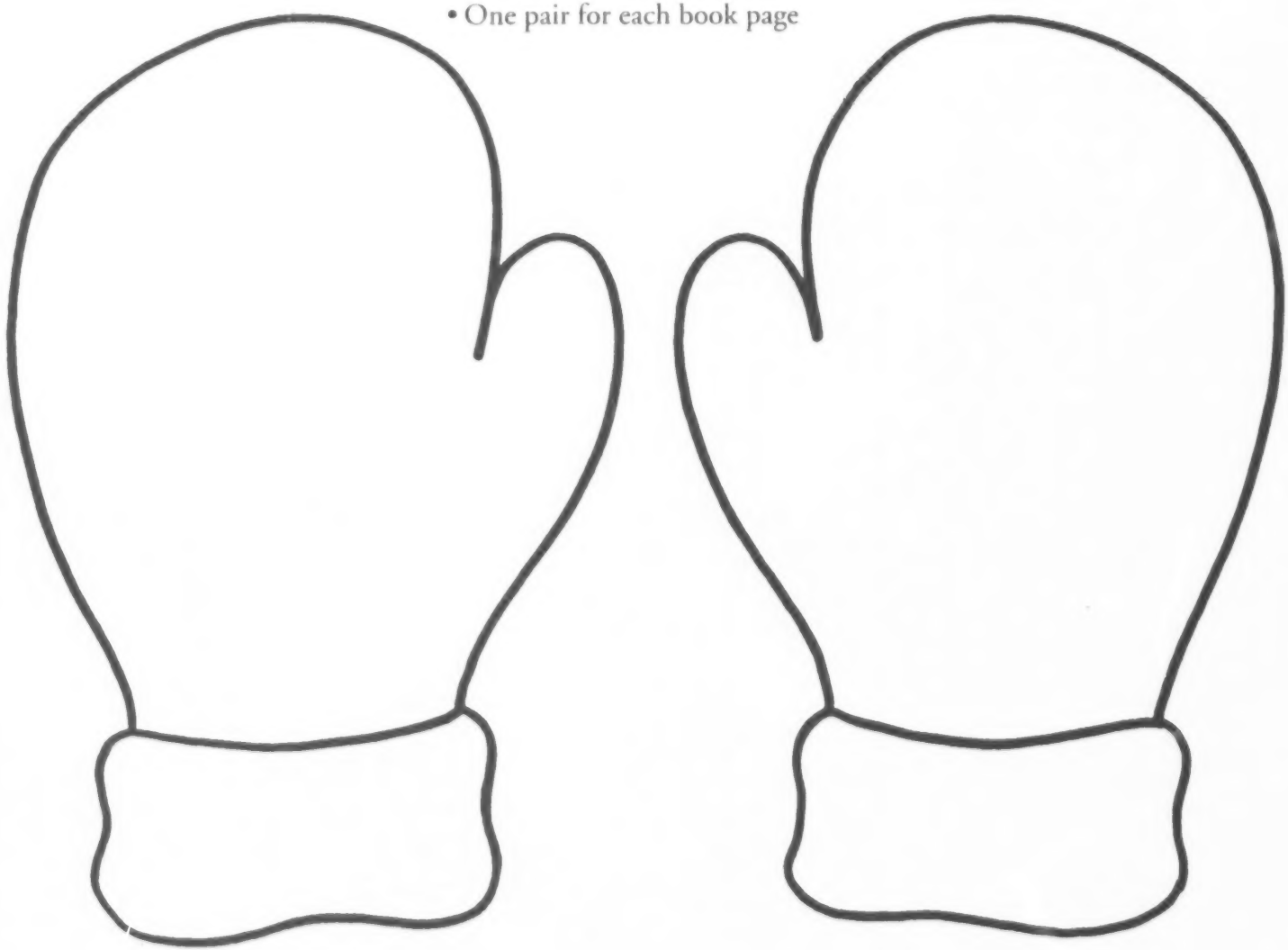
Lost my right mitten, lost my right mitten,
Lost my right mitten in the snow.
Just now I found my right mitten,
Found my right mitten in the snow.

Lost my left mitten, lost my left mitten,
Lost my left mitten in the snow.
Just now I found my left mitten,
Found my left mitten in the snow.

Lost my right mitten, lost my right mitten,
Lost my right mitten in the snow.
Just now I found my right mitten,
Found my right mitten in the snow.

Cut out six pairs of mittens:

- One pair for each manipulative
- One pair for each book page



On My Pizza

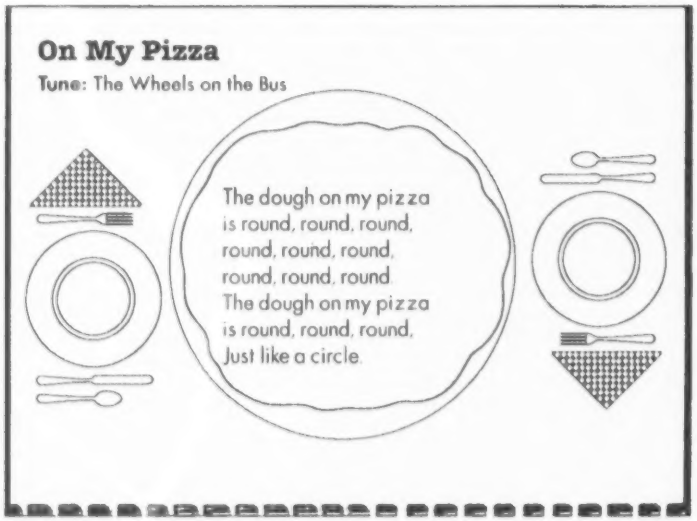
SKILL: Task completion/seriating

Sight Word Inventory:

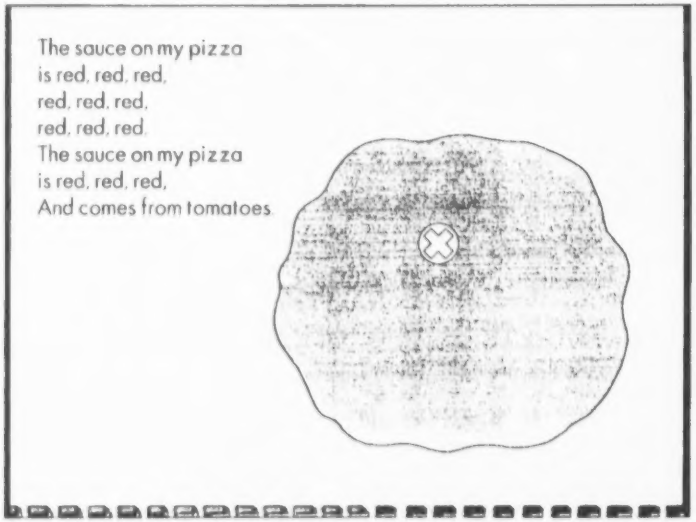
the on my is just like and come(s) from are I to them all that('s) what make(s) it

Instructions:

- Make the pages for this book 9" × 12" so they will hide the larger-than-normal manipulative pieces. Cut out four. The backboard is 12" × 18".
- Glue the gray pan and the brown crust to the top section of the backboard.
- Glue the last verse to the backboard.
- The title page should resemble a set table, with the first verse on the large pizza.



Title page



First verse

Manipulative piece

Bright Ideas!

- Use real napkins (cut down to size) and fork stickers to decorate the title page.
- Use a clear transparency for the vegetables manipulative. If none is available, use laminating film or clear contact paper. Sprinkle the pizza with the individual toppings and run it through the laminator twice.

The toppings on my pizza
are meats and vegetables,
meats and vegetables,
meats and vegetables.
The toppings on my pizza
are meats and vegetables.
I love to eat them all!

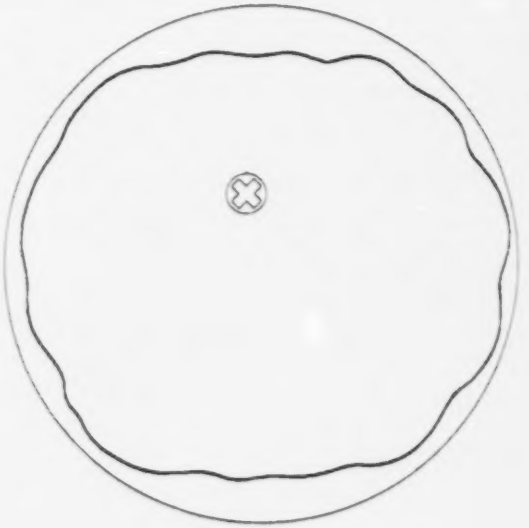
Second verse

Manipulative piece

The cheese on my pizza
is gooey, gooey, gooey,
gooey, gooey, gooey,
gooey, gooey, gooey.
The cheese on my pizza
is gooey, gooey, gooey.
That's what makes it chewy!

Third verse

Manipulative piece



The pizza on the table is
ready to eat, ready to eat,
ready to eat. The pizza on
the table is ready to eat.
Yum, yum, yum, yum!

Last verse

On My Pizza

Tune: The Wheels on the Bus

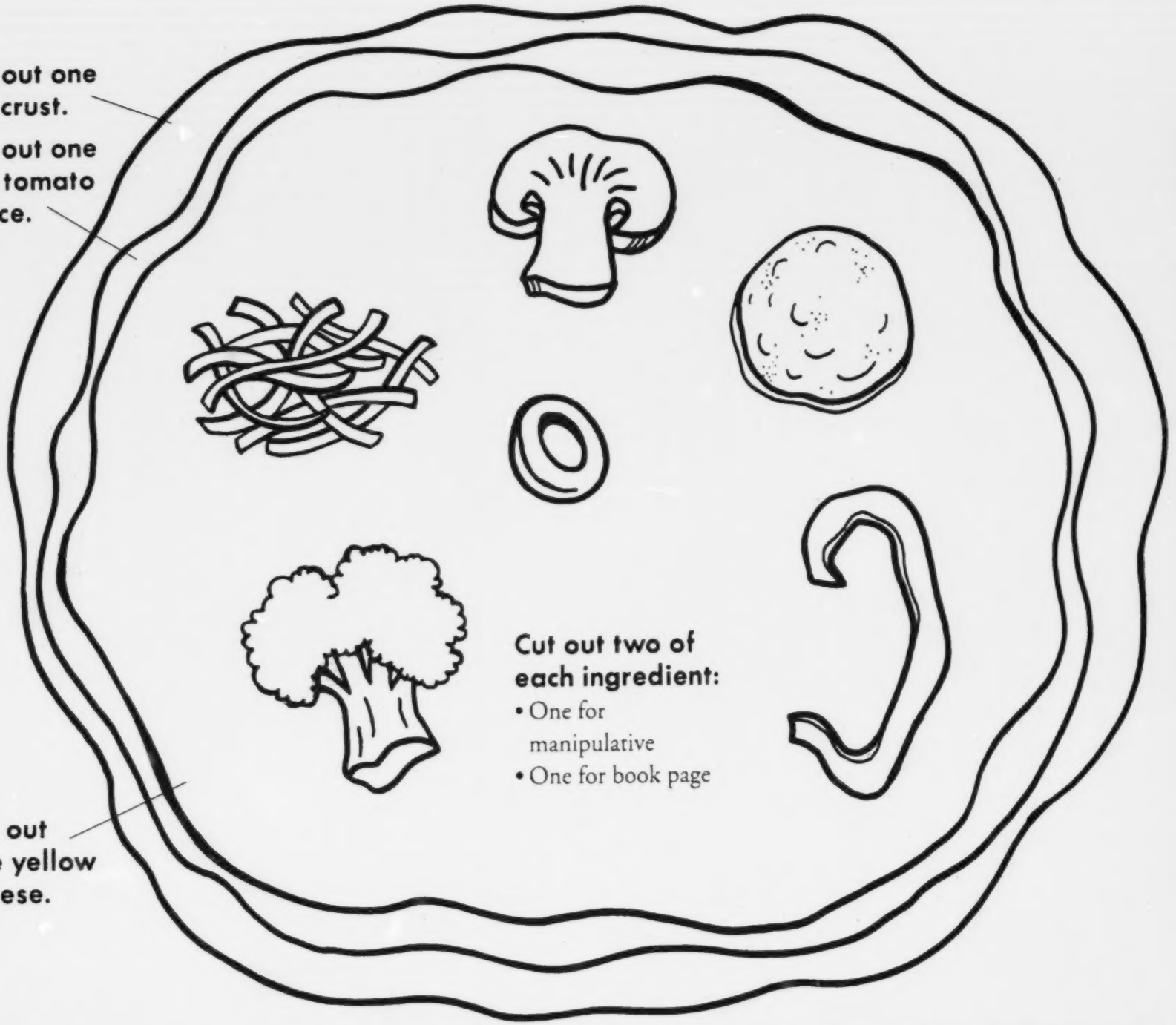
The dough on my pizza
is round, round, round,
round, round, round,
round, round, round.
The dough on my pizza
is round, round, round,
Just like a circle.

The sauce on my pizza
is red, red, red,
red, red, red,
red, red, red.
The sauce on my pizza
is red, red, red,
And comes from tomatoes.

The toppings on my pizza
are meats and vegetables,
meats and vegetables,
meats and vegetables.
The toppings on my pizza
are meats and vegetables.
I love to eat them all!

The cheese on my pizza
is gooey, gooey, gooey,
gooey, gooey, gooey,
gooey, gooey, gooey.
The cheese on my pizza
is gooey, gooey, gooey.
That's what makes it chewy!

The pizza on the table is
ready to eat, ready to eat,
ready to eat. The pizza on
the table is ready to eat.
Yum, yum, yum, yum!


Cut out one tan crust.
Cut out one red tomato sauce.
Cut out two of each ingredient:
• One for manipulative
• One for book page
Cut out one yellow cheese.

Plant a Seed

SKILLS: Science; growth from seed to plant

Sight Word Inventory:

all be come into it last like now out put see the them will

Instructions:

- Cut out four 4" × 12" pages and one 12" × 18" backboard.
- Glue a flower-bed scene to the backboard, complete with the sun and a rain cloud.
- Glue the last verse to the backboard.
- Encourage the children to place the seed and its developing stages from left to right on the backboard.

Bright Idea!

Use a real seed (a large one, like a lima bean or pumpkin seed) and attach Velcro to it.

Plant a Seed

Tune: The Wheels on the Bus

Title page

Plant a seed in the dirt, give it rain and sun,
rain and sun, rain and sun.
Plant a seed in the dirt, give it rain and sun.
Its growth has now begun.

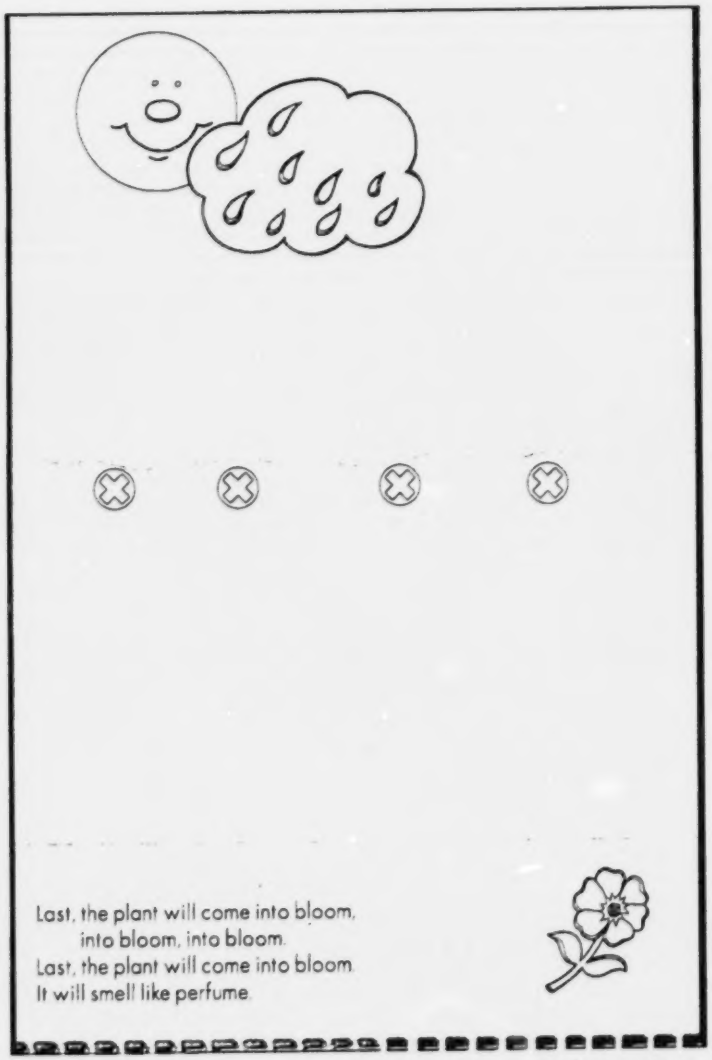
First verse — Manipulative piece

The seed will sprout and put out roots,
put out roots, put out roots.
The seed will sprout and put out roots.
All underfoot.

Second verse — Manipulative piece

Next will come the leaves and stem,
leaves and stem, leaves and stem.
Next will come the leaves and stem.
You'll be able to see them.

Third verse — Manipulative piece



Last verse

Manipulative piece

101

Plant a Seed

Tune: The Wheels on the Bus

Plant a seed in the dirt, give it rain and sun,
rain and sun, rain and sun.
Plant a seed in the dirt, give it rain and sun.
Its growth has now begun.

The seed will sprout and put out roots,
put out roots, put out roots.
The seed will sprout and put out roots,
All underfoot.

Next will come the leaves and stem,
leaves and stem, leaves and stem.
Next will come the leaves and stem.
You'll be able to see them.

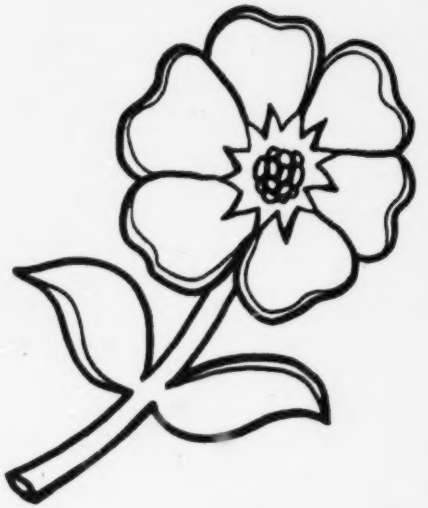
Last, the plant will come into bloom,
into bloom, into bloom.
Last, the plant will come into bloom.
It will smell like perfume.

Cut out one sun and one rain cloud for backboard.

102

Cut out two seeds, two seeds growing, two seeds sprouting, and two flowers:

- One for manipulative
- One for book page



Sandwich

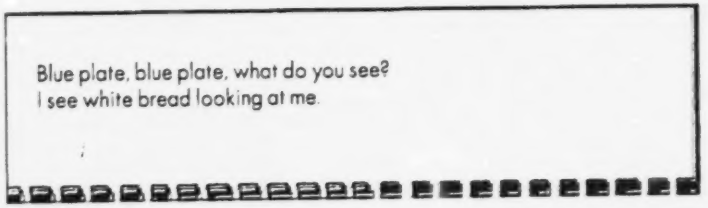
SKILL: Task completion/seriating; color-word recognition

Sight Word Inventory:

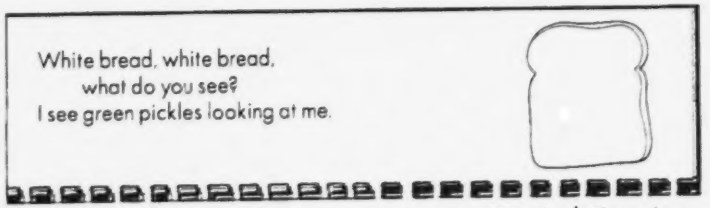
what do you see I look(ing) at me

Instructions:

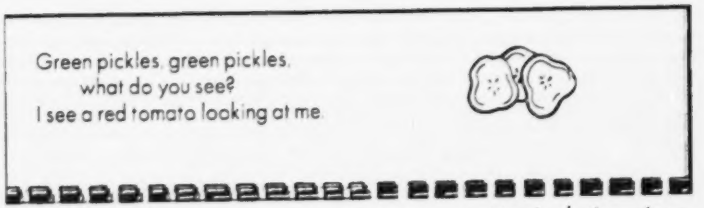
- Cut out seven 4" × 12" pages and one 12" × 18" backboard.
- Glue the plate to the backboard with the title above it.
- Glue the last verse with the piece of bread to the bottom of the backboard.
- Note that the first verse will be on the first page. There is no title page.



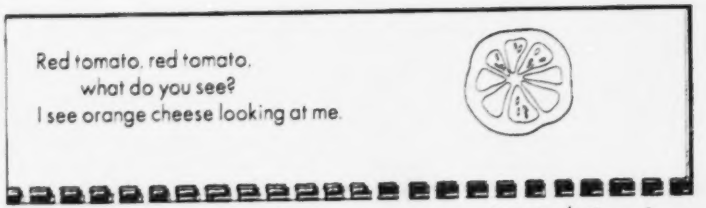
First verse



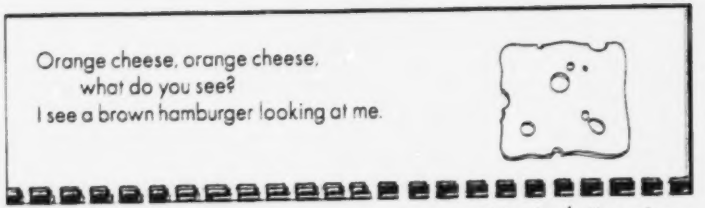
Second verse — Manipulative piece



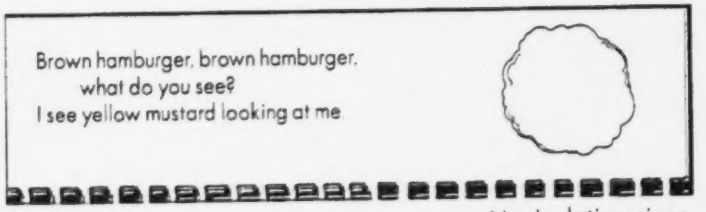
Third verse — Manipulative piece



Fourth verse — Manipulative piece



Fifth verse — Manipulative piece

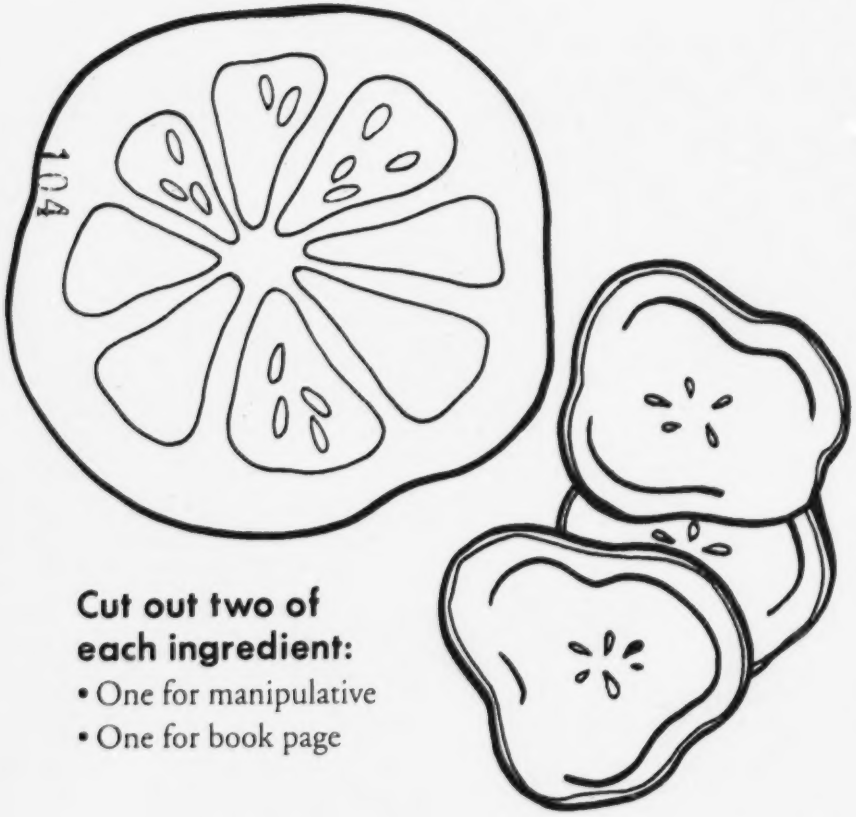


Sixth verse — Manipulative piece

Yellow mustard, yellow mustard,
what do you see?
I see white bread looking at me

Seventh verse

Manipulative piece

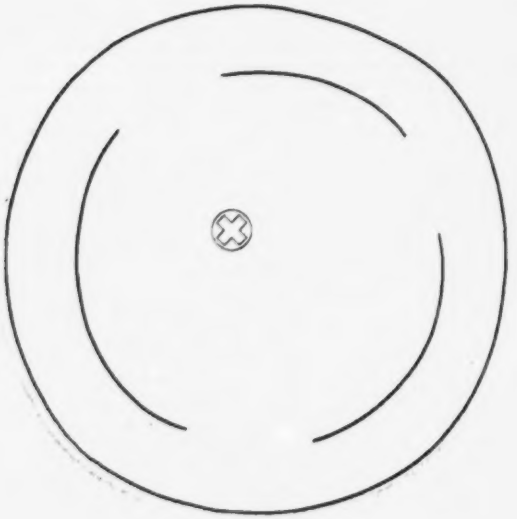


Cut out two of each ingredient:

- One for manipulative
- One for book page

Sandwich

Chant: Brown Bear, Brown Bear



White bread, white bread,
what do you see?
I see a sandwich looking at me!
YUM, YUM!

Last verse

Manipulative piece

Sandwich

Chant: Brown Bear, Brown Bear

Blue plate, blue plate,
what do you see?
I see white bread looking at me.

White bread, white bread,
what do you see?
I see green pickles looking at me.

Green pickles, green pickles,
what do you see?
I see a red tomato looking at me.

Red tomato, red tomato,
what do you see?
I see orange cheese looking at me.

Orange cheese, orange cheese,
what do you see?
I see a brown hamburger looking at me.

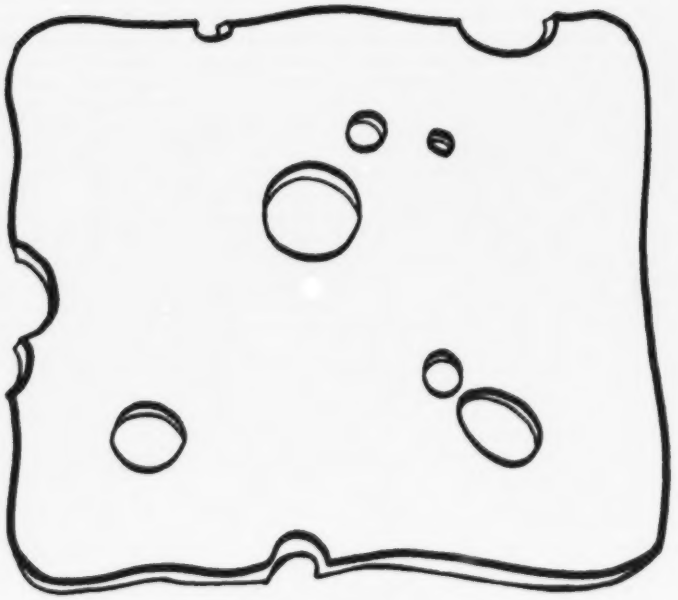
Brown hamburger, brown hamburger,
what do you see?
I see yellow mustard looking at me.

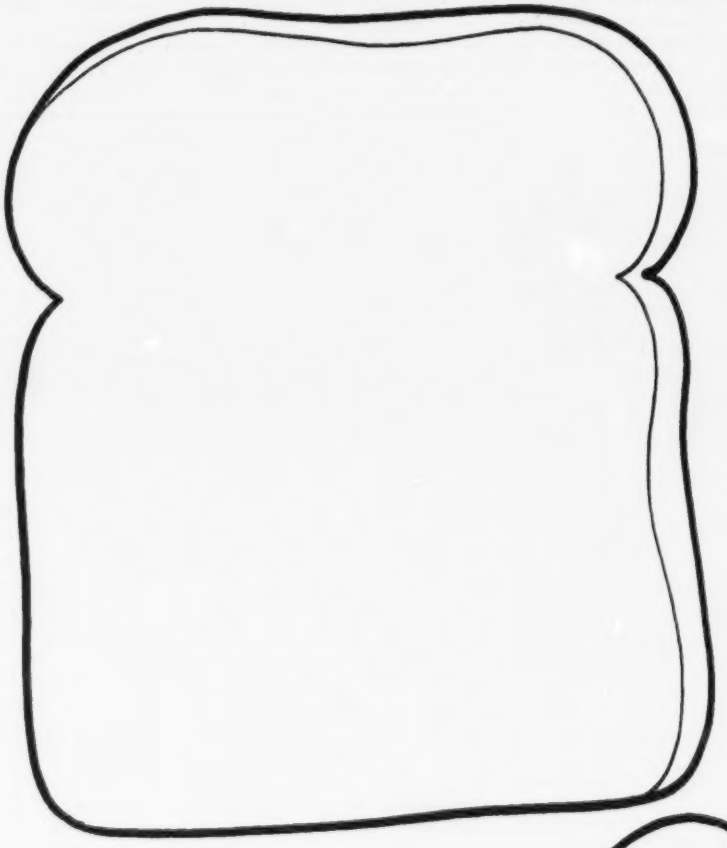
Yellow mustard, yellow mustard,
what do you see?
I see white bread looking at me.

White bread, white bread,
what do you see?
I see a sandwich looking at me!
YUM, YUM!

Bright Ideas!

- Try alternating text and manipulative placement from left to right on the book pages. This helps in the even distribution of the book and encourages children to cross their midlines for better brainpower.
- Cut the plate out of wallpaper for a decorative look.





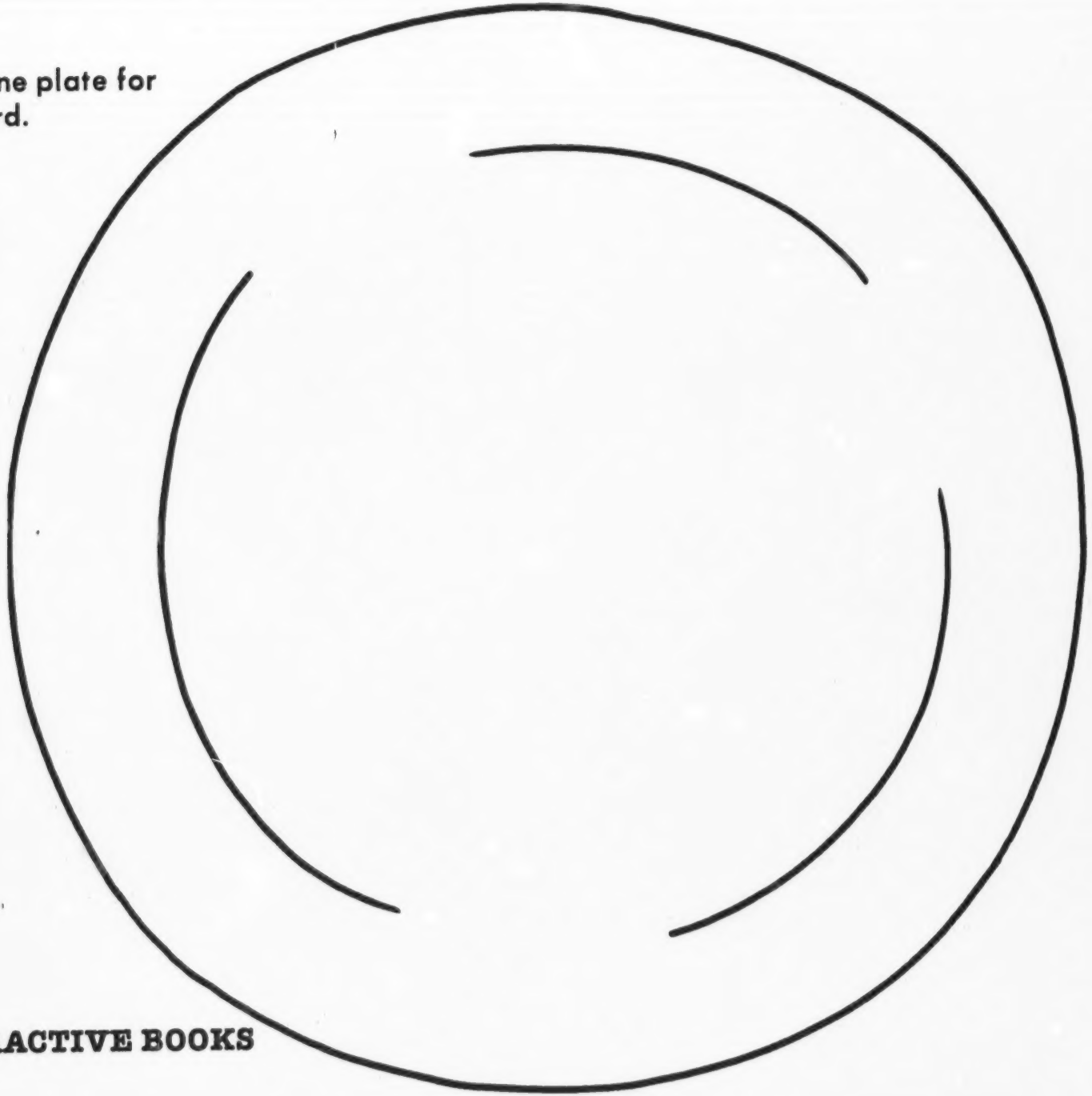
Cut out four pieces of bread:

- Two for manipulative
- Two for book page

Cut out two of each ingredient:

- One for manipulative
- One for book page

Cut out one plate for backboard.



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Scruffy Pirate

SKILLS: Character education; diversity among people

Sight Word Inventory:

an because I if I'm just me not on the were with

Instructions:

- Cut out six 4" × 12" pages and one 12" × 18" backboard.
- Decorate the backboard to look like the sea.
- Glue the pirate to the backboard.
- Cut the tops of the pages into wave shapes.
- Glue the last line of the song to the backboard.

Scruffy Pirate

Tune: Oscar Mayer Wiener Jingle

Title page

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a bandana on me.

First verse — Manipulative piece

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear an eye patch on me.

Second verse — Manipulative piece

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear an earring on me.

Third verse — Manipulative piece

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a mustache on me.

Fourth verse — Manipulative piece

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a tattoo on me.

Fifth verse — Manipulative piece

Last verse

Cut out two tatoos, two eye patches, two earrings, and two mustaches:

- One for manipulative
- One for book page

Scruffy Pirate

Tune: Oscar Mayer Wiener Jingle

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a bandana on me.

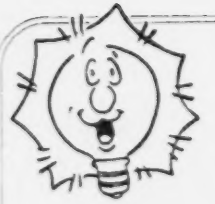
Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear an eye patch on me.

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear an earring on me.

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a mustache on me.

Oh, I wish I were a scruffy pirate,
Sailing across the deep blue sea.
Because if I were a scruffy pirate,
I'd wear a tattoo on me.

Ahoy, mates!



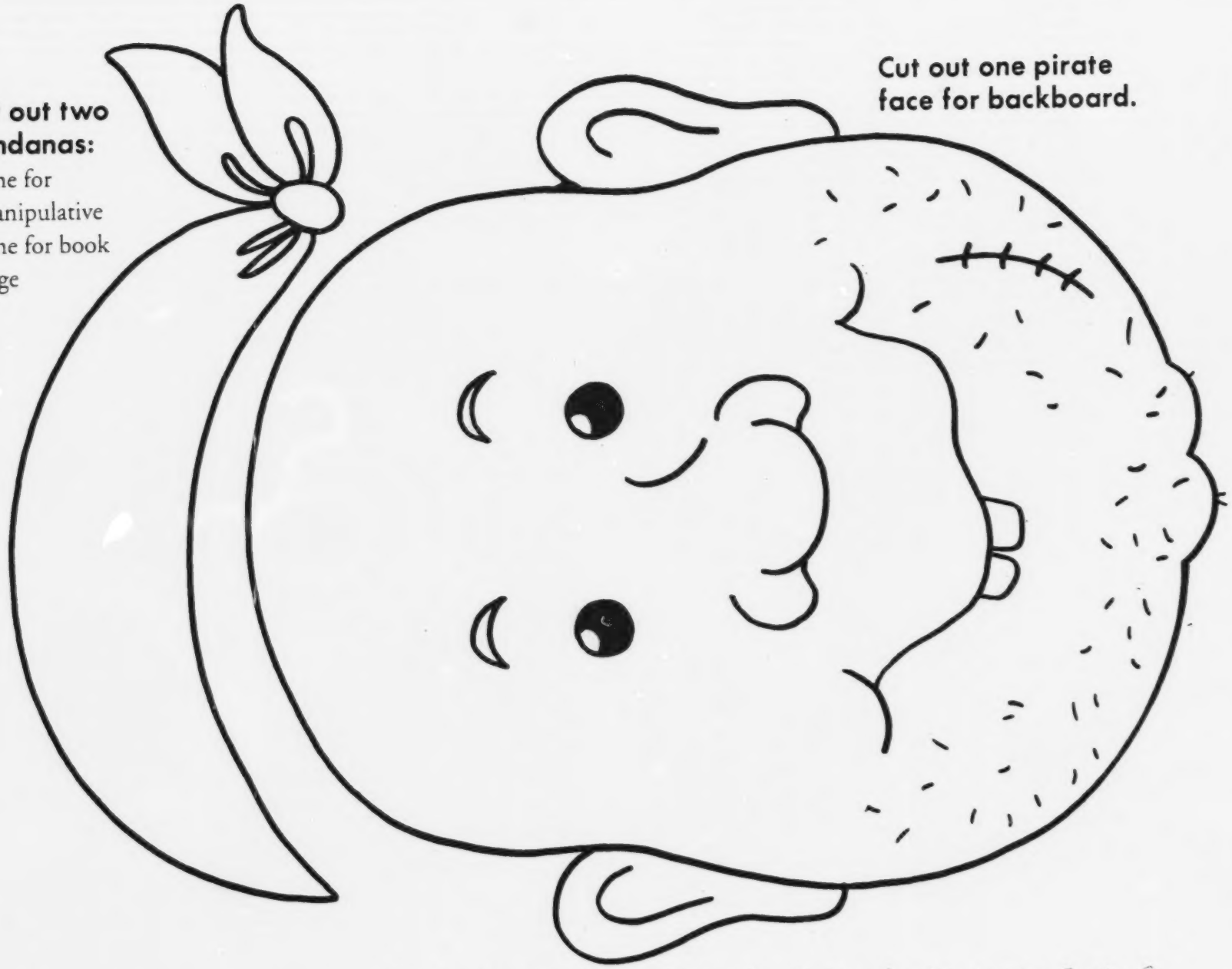
Bright Ideas!

- Cut out an earring from gold foil.
- Glue pencil lead shavings to the pirate's face for a scruffy, unshaven look.

Cut out two bandanas:

- One for manipulative
- One for book page

Cut out one pirate face for backboard.



111

Cut out one pirate body for backboard.

112

Senses

SKILL: The five senses and their uses

Sight Word Inventory:

we have all use my are for and these our is

Instructions:

- Cut out five 4" × 12" pages and one 12" × 18" backboard.
- Glue the boy to the top of the backboard.
- Glue the last verse and the nose to the bottom of the backboard.
- Glue see, hear, taste, touch, and smell words to the title page.

Senses
Tune: Bingo

HEAR TOUCH
TASTE
SEE SMELL

Title page

We have five senses we all use.
My eyes are for seeing.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

First verse — Manipulative piece

We have five senses we all use.
My ears are for hearing.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

Second verse — Manipulative piece

We have five senses we all use.
My tongue is for tasting.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

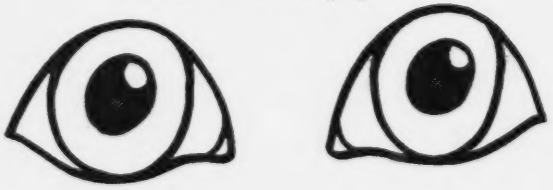
Third verse — Manipulative piece

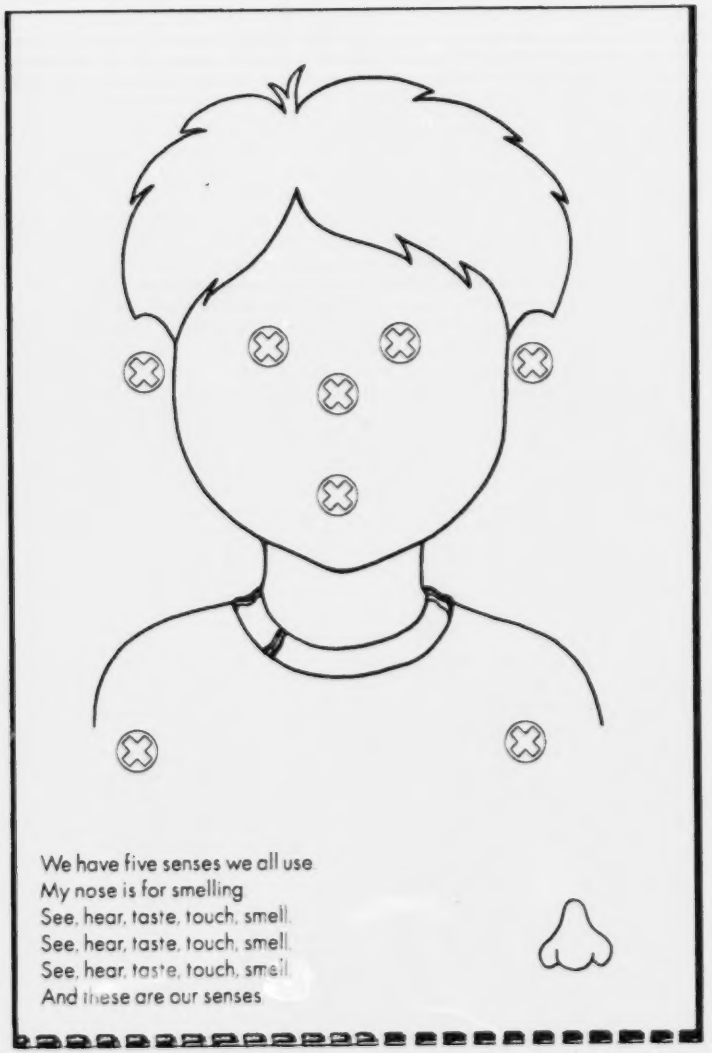
We have five senses we all use.
My hands are for touching.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

Fourth verse — Manipulative piece

Cut out two of each:

- One for manipulative
- One for book page





Last verse

Manipulative piece

Cut out two of each:

- One for manipulative
- One for book page

Senses

Tune: Bingo

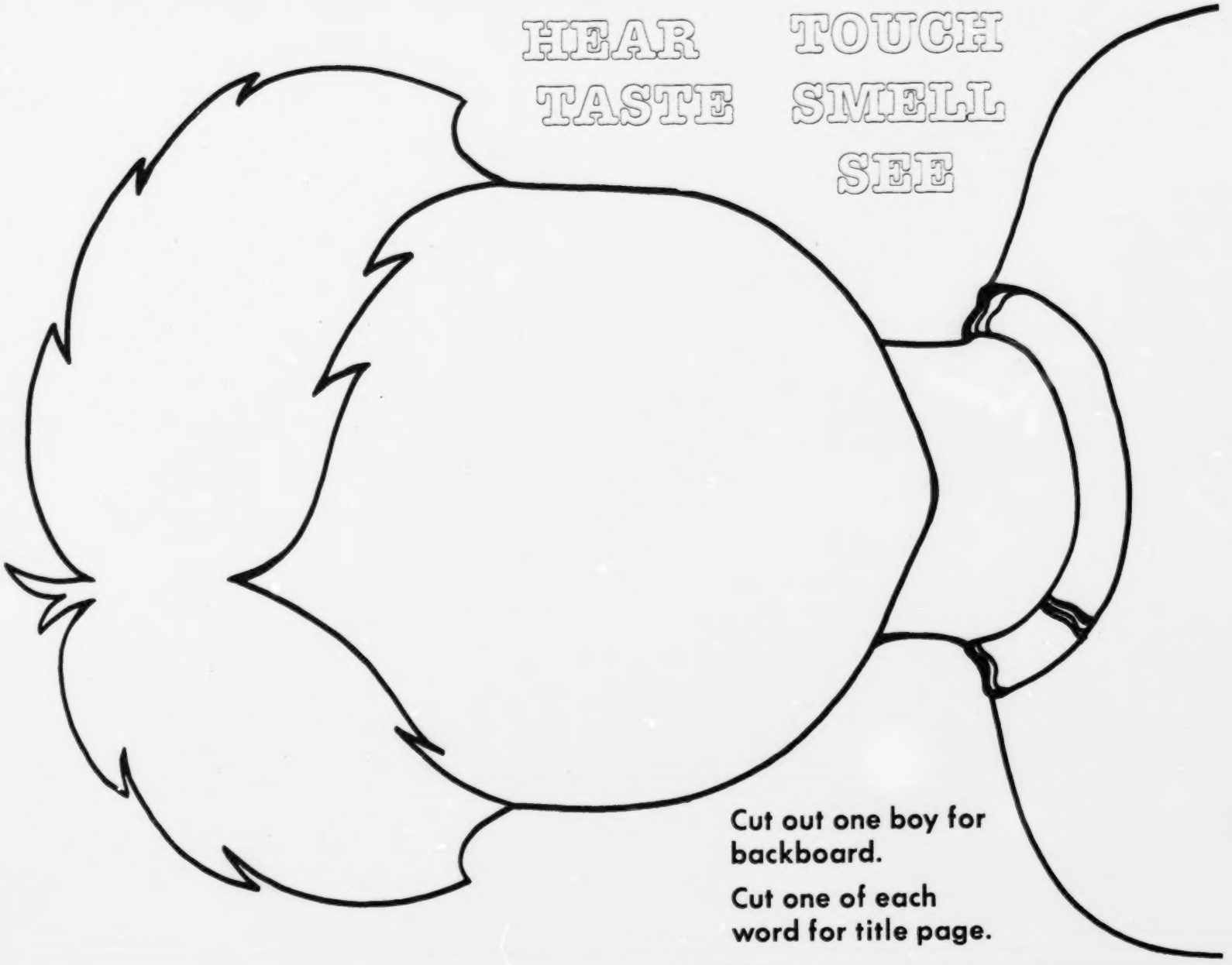
We have five senses we all use.
My eyes are for seeing.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

We have five senses we all use.
My ears are for hearing.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

We have five senses we all use.
My tongue is for tasting.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

We have five senses we all use.
My hands are for touching.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.

We have five senses we all use.
My nose is for smelling.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
See, hear, taste, touch, smell.
And these are our senses.



Cut out one boy for backboard.

Cut one of each word for title page.

Sharing Equally

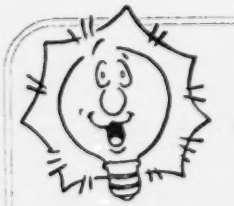
SKILLS: Recognizing equal parts; seeing that two halves make a whole; recognizing the number words *half* and *one*

Sight Word Inventory:

can for have here I it it's just little me now one that what with you

Instructions:

- Cut out six 4" × 12" pages and one 12" × 18" backboard.
- Glue bottom half of child's face, body, and hands to the backboard.
- Glue the final line of the song to the backboard.
- The little brother is not a manipulative piece. He is glued to the book page.
- Glue one half of each manipulative piece to the appropriate page and attach the other half with Velcro.



Bright Ideas!

- Use a tracing of one of your students' hands for the hand manipulative.
- Use Print Shop on your computer to make the little brother.
- Put the name of your school on the child's shirt.

Sharing Equally

Tune: Are You Sleeping?

Title page

I have one cookie, I have one cookie.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

First verse — Manipulative piece

I have one Popsicle, I have one Popsicle.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

Second verse — Manipulative piece

I have one apple, I have one apple.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

Third verse — Manipulative piece

I have one sandwich, I have one sandwich.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

Fourth verse

Manipulative piece

I have a little brother, I have a little brother.
I'll share him with you, I'll share him with you.
I'll just let you have him.
You can keep him.
Mom won't mind. Mom won't mind.

Fifth verse

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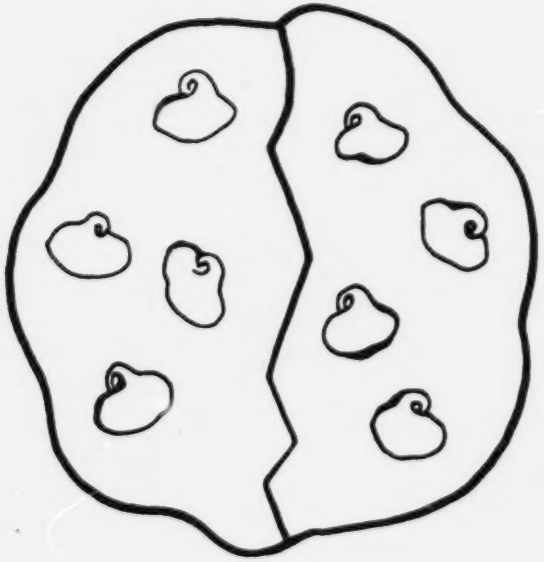
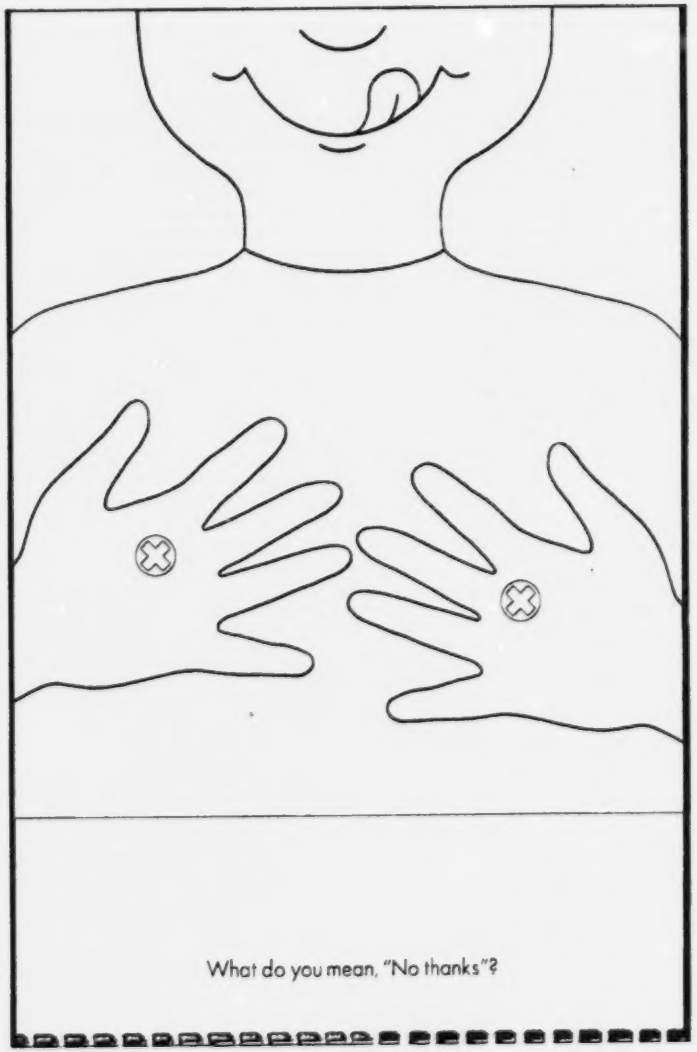
Cut out one cookie:

- One half for manipulative
- One half for book page





Last verse

Sharing Equally

Tune: Are You Sleeping?

I have one cookie, I have one cookie.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

I have one Popsicle, I have one Popsicle.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

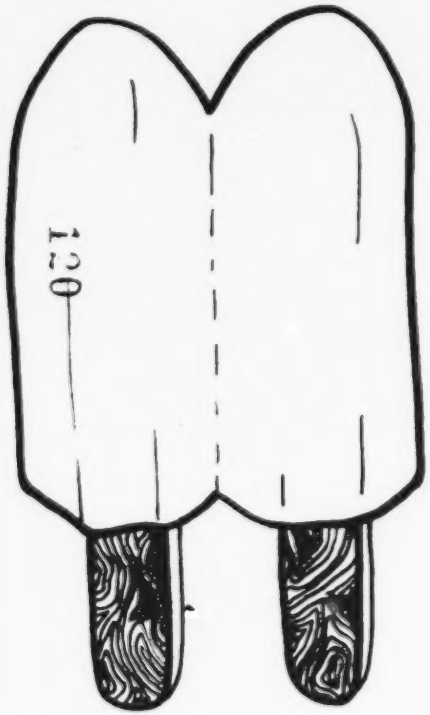
I have one apple, I have one apple.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

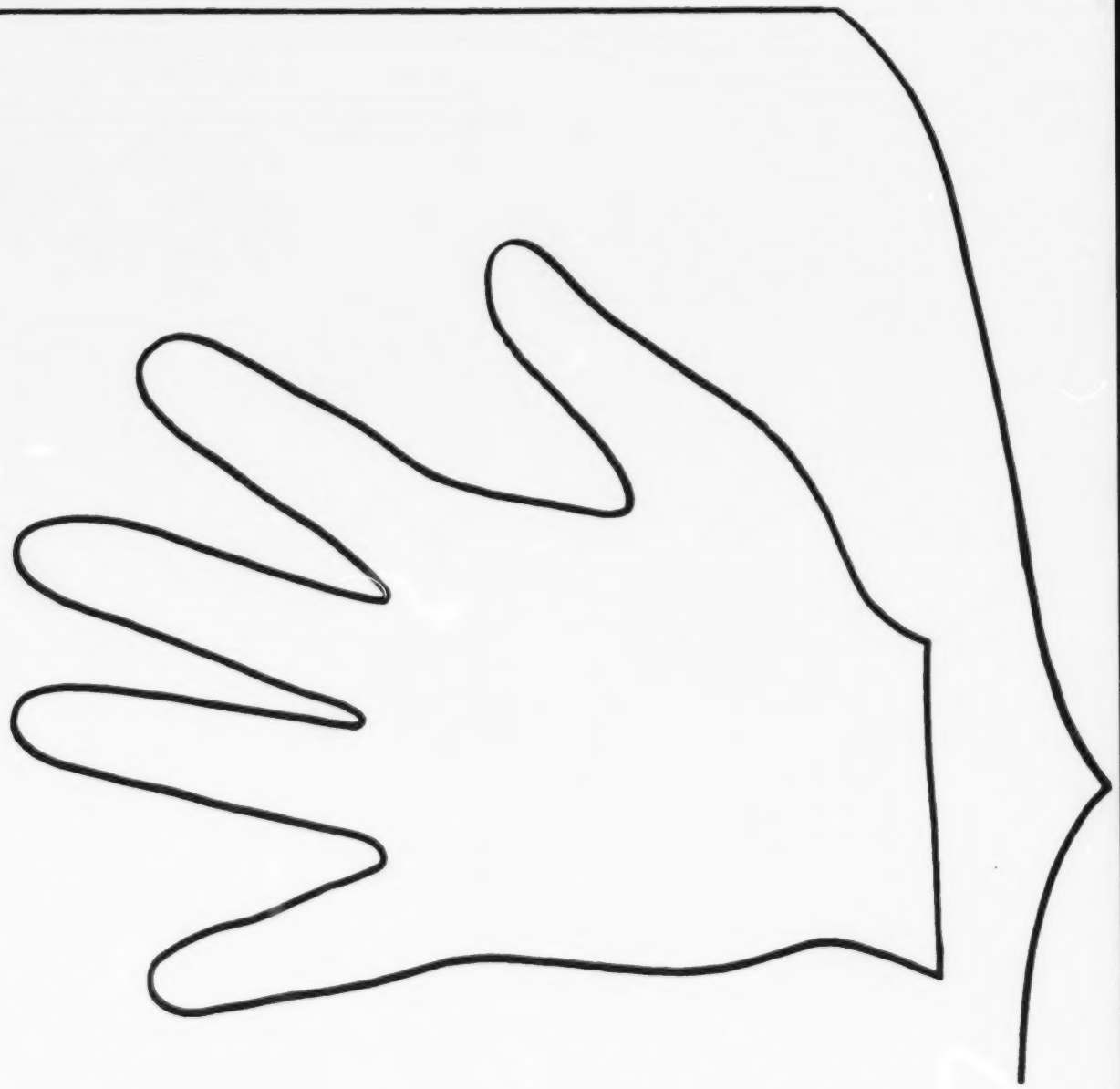
I have one sandwich, I have one sandwich.
I'll share with you, I'll share with you.
Here is half for you.
That leaves half for me.
Now it's equal, now it's equal.

I have a little brother, I have a little brother.
I'll share him with you, I'll share him with you.
I'll just let you have him.
You can keep him.
Mom won't mind. Mom won't mind.

What do you mean, "No thanks"?

Cut out one Popsicle,
one shirt, and two hands
for backboard.

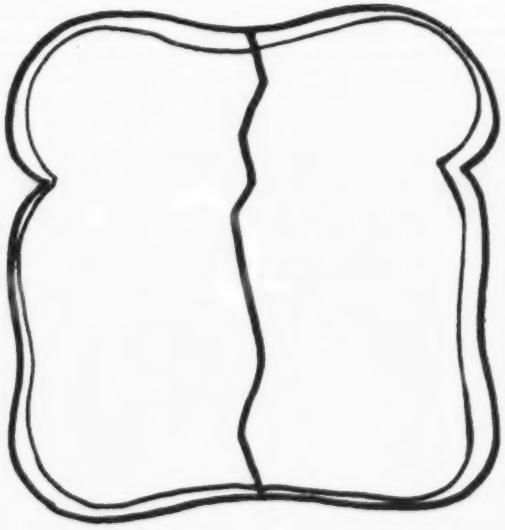


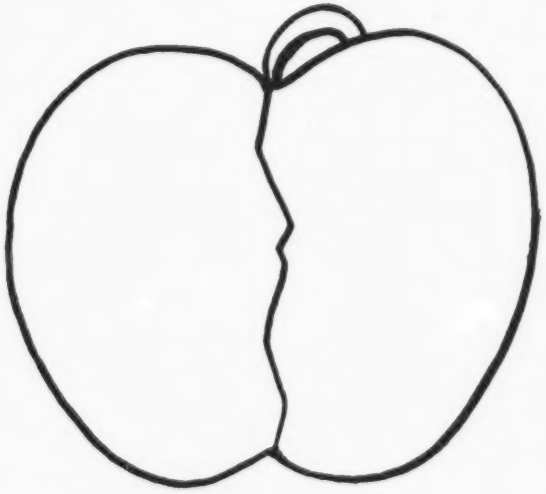


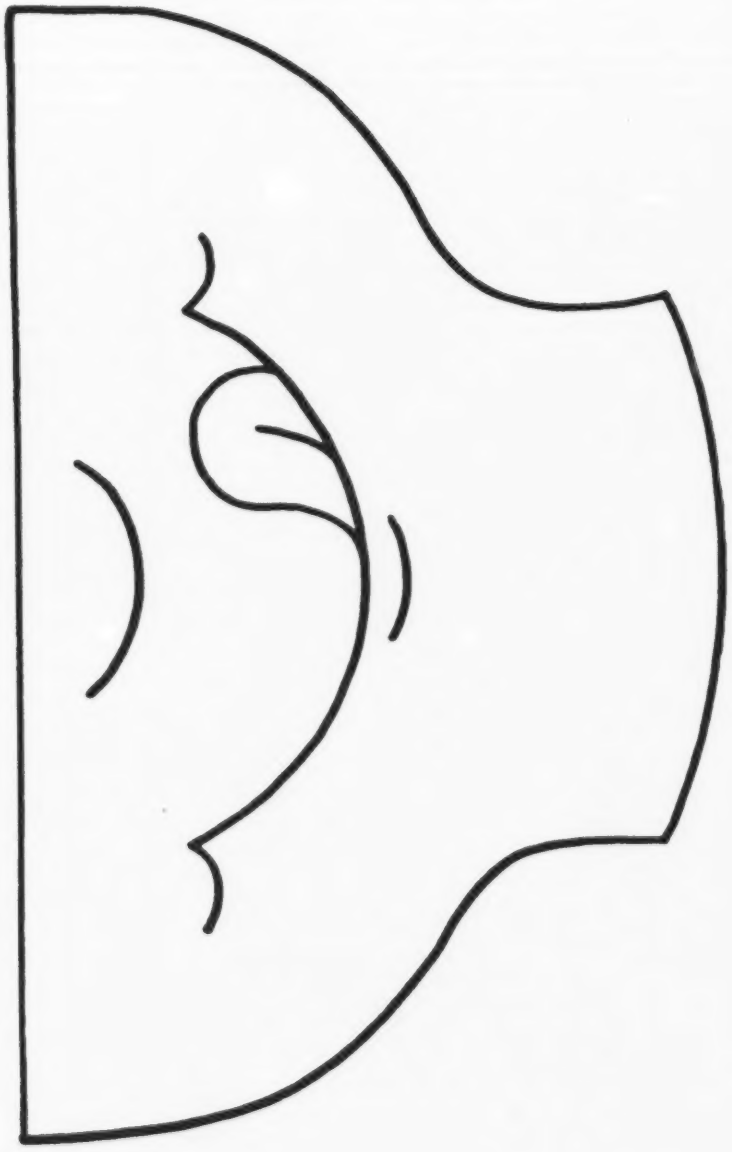
Cut out one face and one little brother for the backboard.

Cut out one sandwich and one apple:

- One half for manipulative
- One half for book page







Spending the Night at Grandma's House

SKILL: Practical living

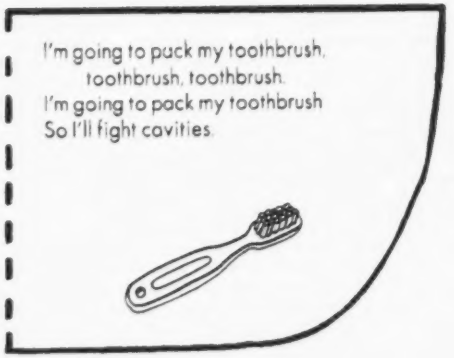
Sight Word Inventory:

at can come going he here I I'm make me my now read the to

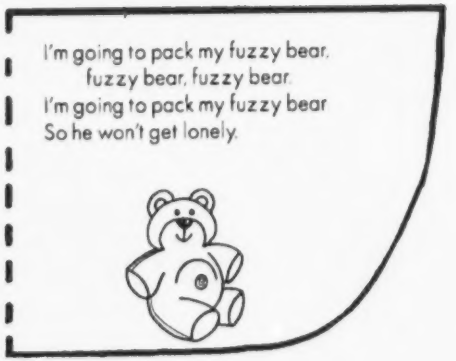
Instructions:

- Cut out five pages and folding backboard using suitcase template.
- When the suitcase is open, the book pages are arranged along the bottom right side of the suitcase and bound along their left edge where the two halves of the suitcase are bound.
- Glue the last two lines of the song to the backboard.
- When using the book, begin with the suitcase in a closed position and sing the first verse, which is glued to the front of the suitcase. Then open the suitcase and sing the next verse.

Title page



First verse, manipulative piece



Second verse, manipulative piece

122

I'm going to pack pajamas,
pajamas, pajamas.
I'm going to pack pajamas
So I can sleep easy.

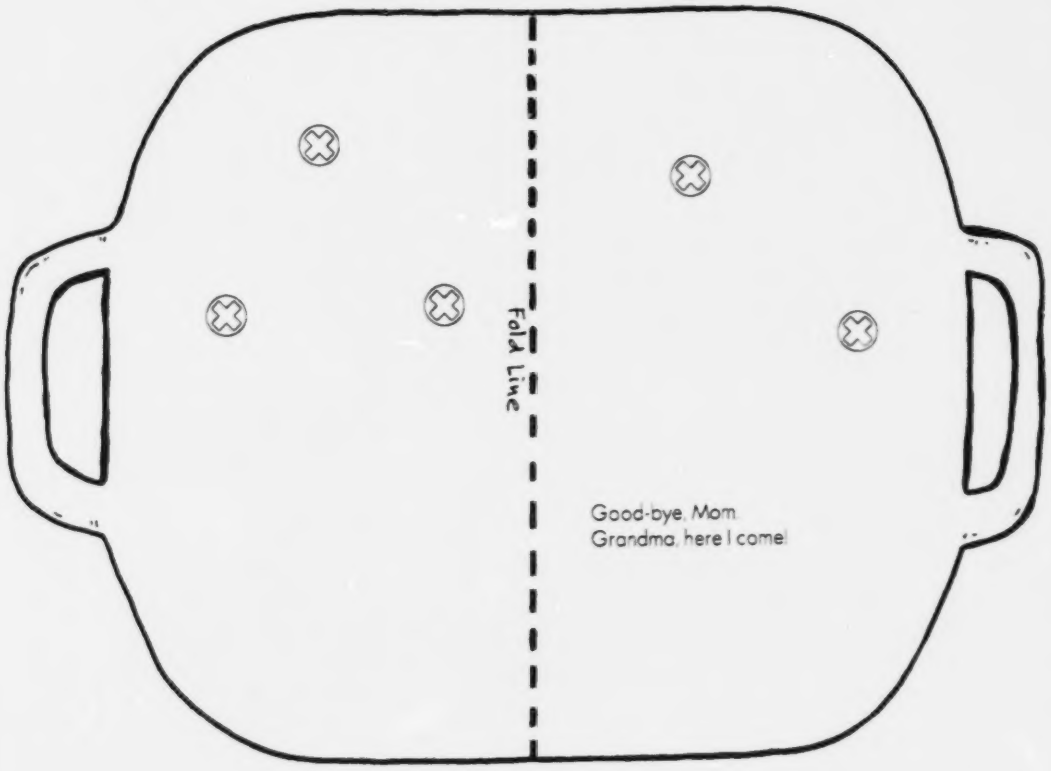
Third verse,
manipulative piece

I'm going to pack my favorite book,
favorite book, favorite book.
I'm going to pack my favorite book
So Grandma can read to me.

Fourth verse,
manipulative piece

I'm going to pack clean underwear,
clean underwear, clean underwear.
I'm going to pack clean underwear
To make my mom happy.

Last verse,
manipulative piece



Spending the Night at Grandma's House

Tune: Mary Had a Little Lamb

I'm going to spend the night
at Grandma's house,
Grandma's house,
Grandma's house.
I'm going to spend the night
at Grandma's house.
Now I need to pack.

I'm going to pack my toothbrush,
toothbrush, toothbrush.
I'm going to pack my toothbrush
So I'll fight cavities.

I'm going to pack my fuzzy bear,
fuzzy bear, fuzzy bear.
I'm going to pack my fuzzy bear
So he won't get lonely.

I'm going to pack pajamas,
pajamas, pajamas.
I'm going to pack pajamas
So I can sleep easy.

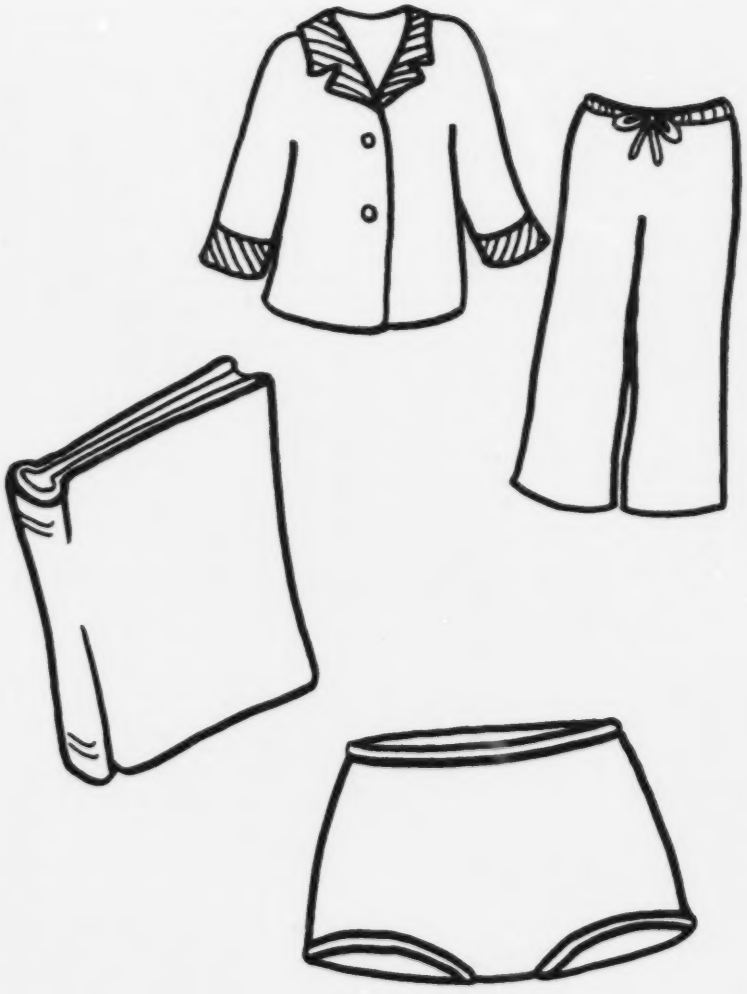
I'm going to pack my favorite book,
favorite book, favorite book.
I'm going to pack my favorite book
So Grandma can read to me.

I'm going to pack clean underwear,
clean underwear, clean underwear.
I'm going to pack clean underwear
To make my mom happy.

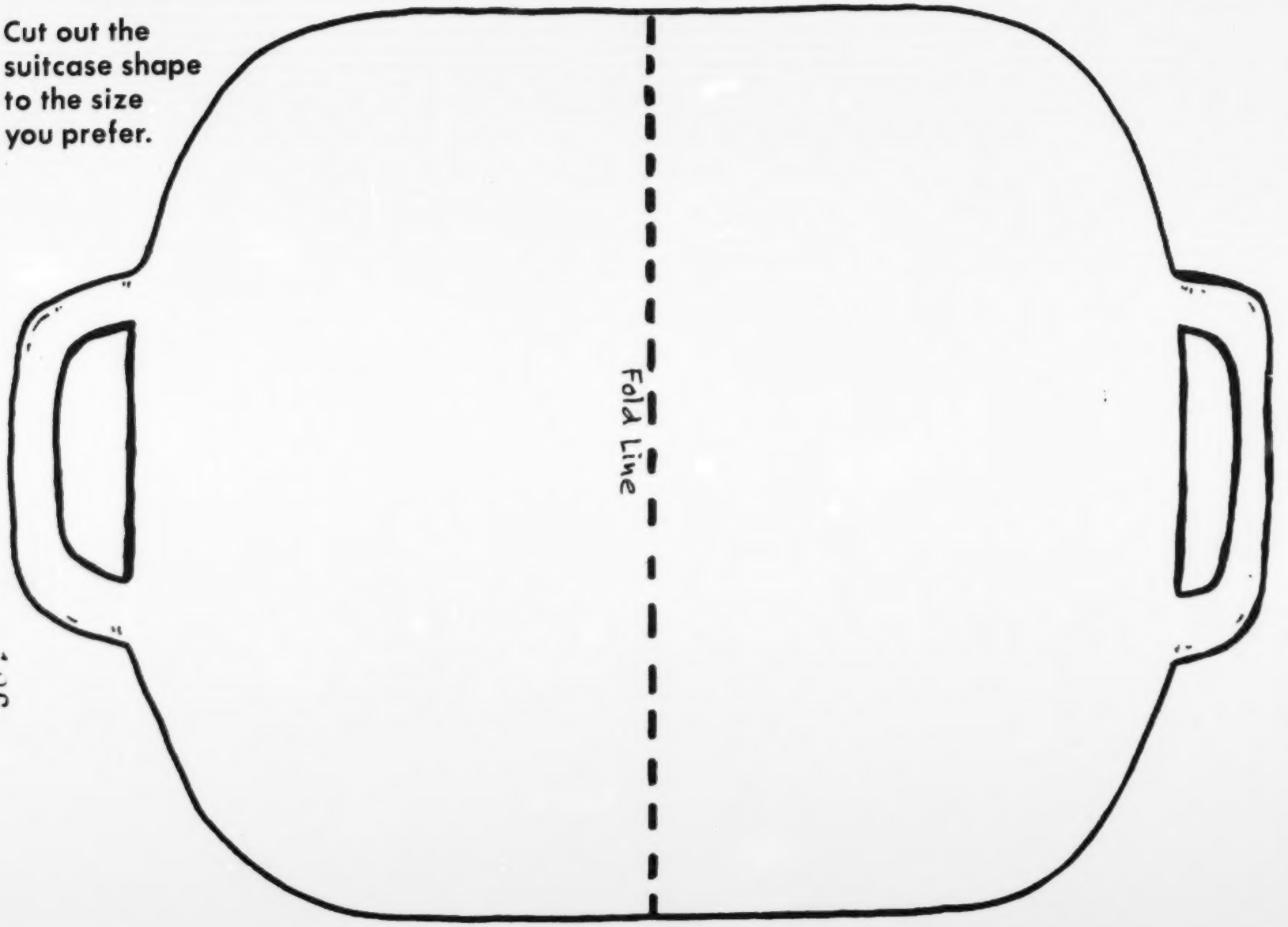
Good-bye, Mom.
Grandma, here I come!

Cut out two toothbrushes, two bears, two pairs of pajamas, two books, and two pairs of underwear:

- One for manipulative
- One for book page



Cut out the suitcase shape to the size you prefer.



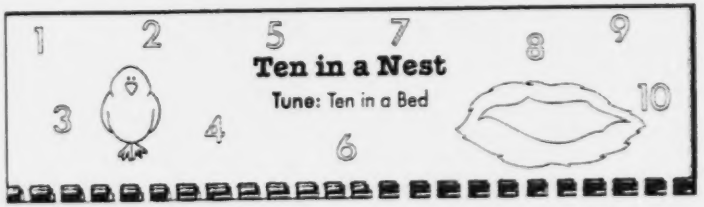
Ten in a Nest

SKILLS: Number/word recognition; counting

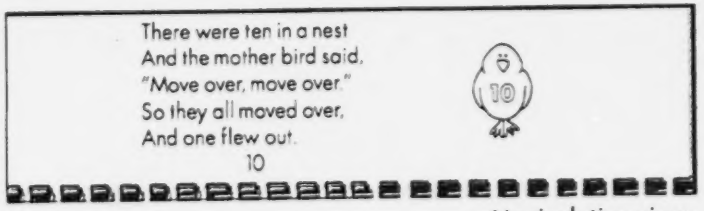
Sight Word Inventory: there were in the move over said they all one out was I to

Instructions:

- Cut out ten 4" × 12" pages and one 12" × 18" backboard.
- Assemble the nest in the tree and the mother bird labeled with the number 1. Glue them to the backboard.
- Glue the last verse to the bottom of the backboard.
- Decorate the title page with written numbers, the bird, and the nest.



Title page



Verse

Manipulative piece

Last verse

Ten in a Nest

Tune: Ten in a Bed

There were ten in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
10

There were nine in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
9

There were eight in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
8

There were seven in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
7

There were six in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
6

Cut out one mother bird for backboard.

10 9 8 7 6

5 4 3 2 1

There were five in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
5

There were four in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
4

There were three in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
3

There were two in a nest
And the mother bird said,
"Move over, move over."
So they all moved over,
And one flew out.
2

There was one in a nest
And the mother bird said,
"I need to rest!"
1

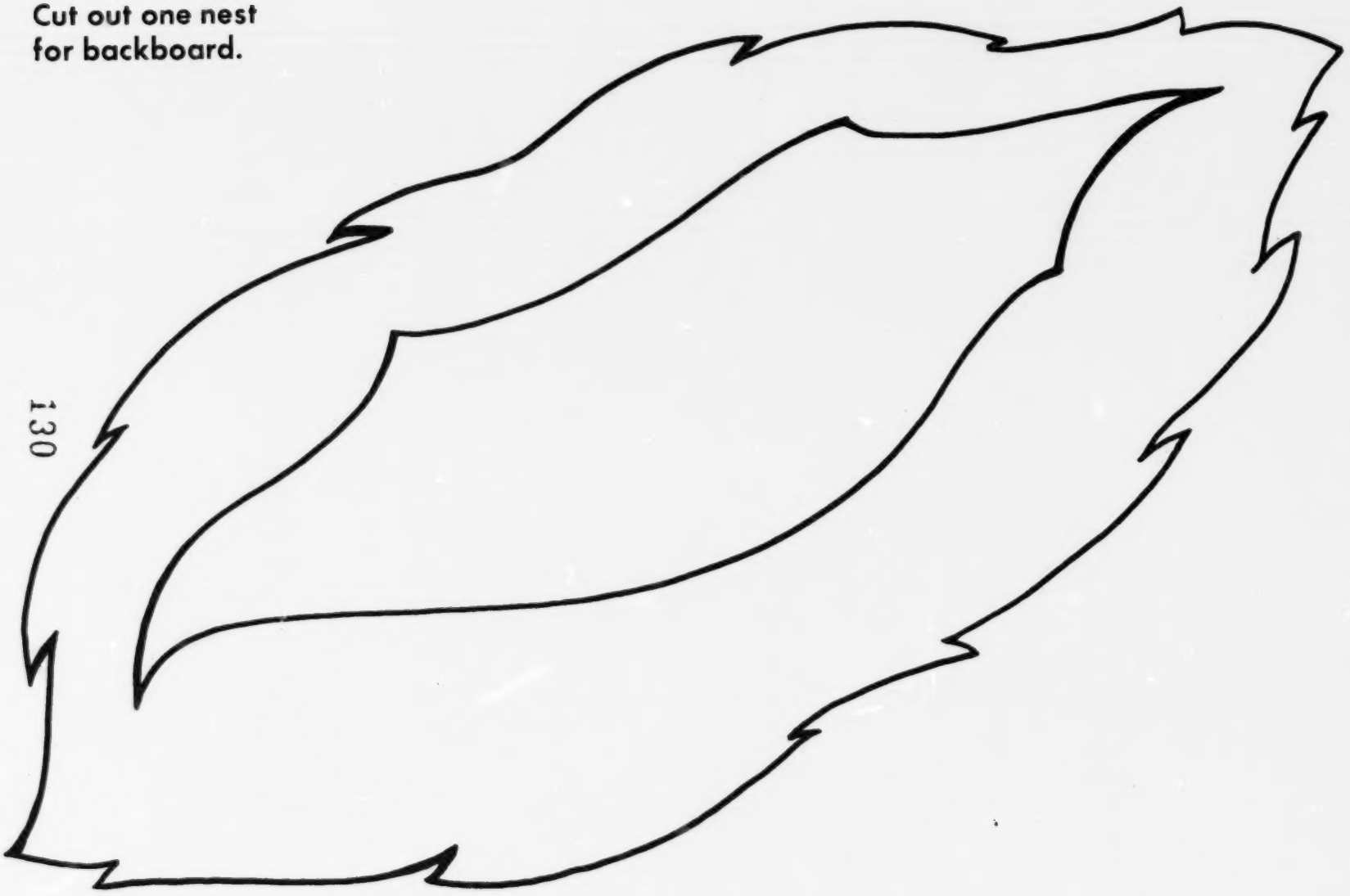
Cut out and number 18 birds, two of each color:

- One for manipulative
- One for book page
- Number each bird manipulative with outlined number

Bright Idea!

Try alternating text and manipulative placement from left to right on the book pages. This helps in the even distribution of the book and encourages children to cross their midlines for better brainpower.

Cut out one nest
for backboard.



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Thanks!

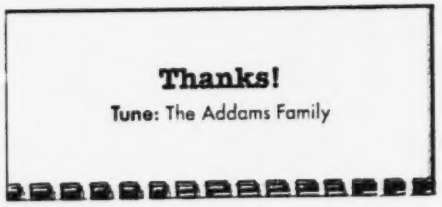
SKILLS: Character education; manners

Sight Word Inventory:

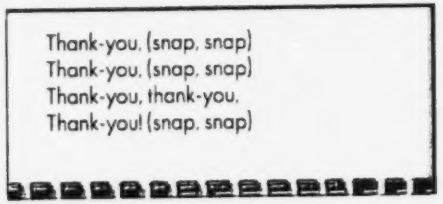
you there('s) and that

Instructions:

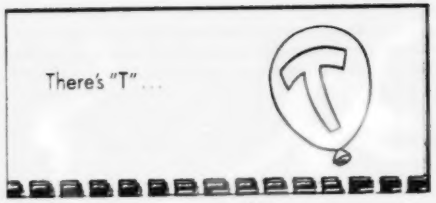
- Cut out eight 4" × 9" pages and one 9" × 12" backboard.
- Glue the boy 4" from the bottom of the backboard, above the last verse.
- Draw lines from the boy's hands to the balloon on the backboard.



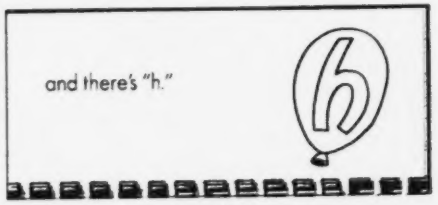
Title page



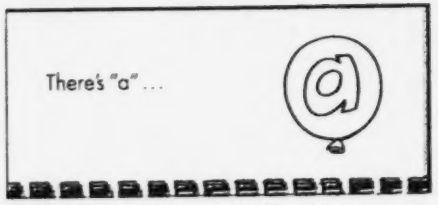
First verse



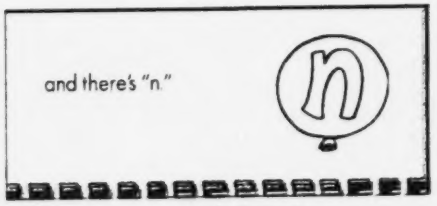
Second verse, manipulative piece



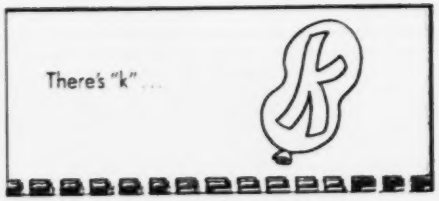
Third verse, manipulative piece



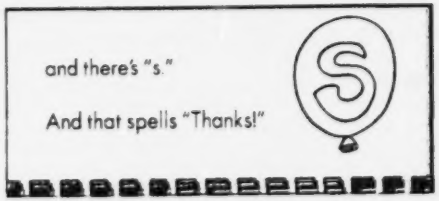
Fourth verse, manipulative piece



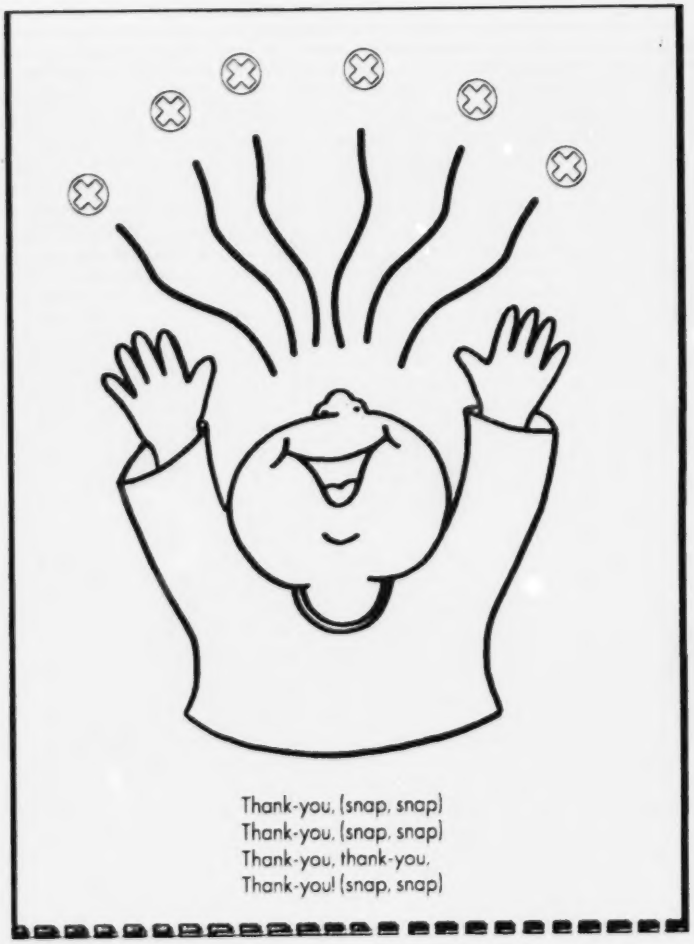
Fifth verse, manipulative piece



Sixth verse, manipulative piece



Seventh verse, manipulative piece



Last verse

Bright Idea!

Give this book as a thank-you card to parents, peers, staff, community workers, etc.

Thanks!

Tune: The Addams Family

Thank-you, (snap, snap)
Thank-you, (snap, snap)
Thank-you, thank-you,
Thank-you! (snap, snap)

There's "T" . . .

and there's "h."

There's "a" . . .

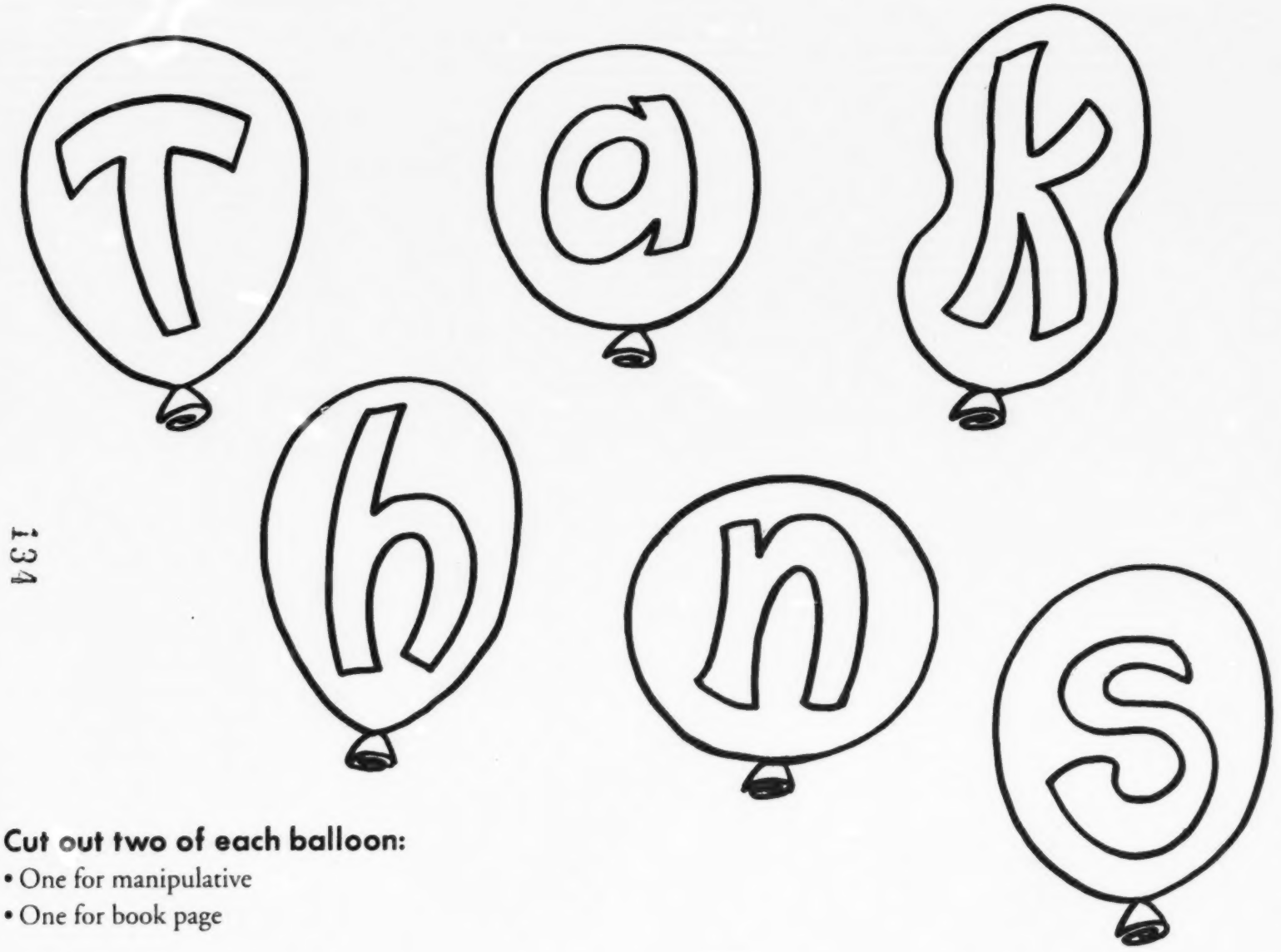
and there's "n."

There's "k" . . .

and there's "s."

And that spells "Thanks!"

Thank-you, (snap, snap)
Thank-you, (snap, snap)
Thank-you, thank-you,
Thank-you! (snap, snap)



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Cut out two of each balloon:

- One for manipulative
- One for book page

What's the Weather, Man?

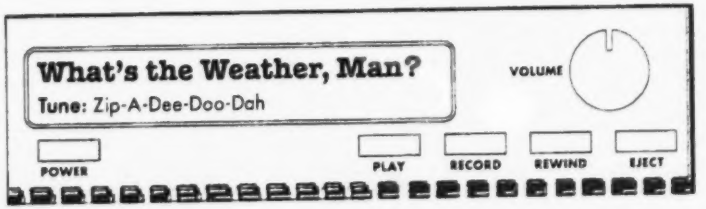
SKILL: Science

Sight Word Inventory:

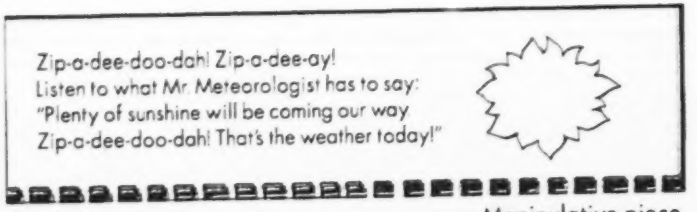
to what has of will be our that('s) the today

Instructions:

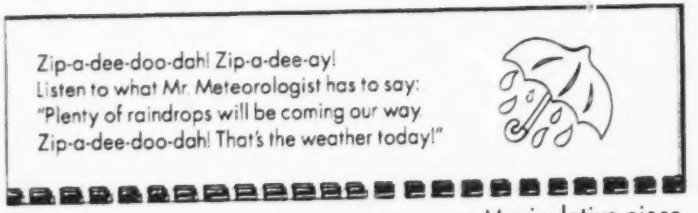
- Cut out five 4" × 12" pages and one 12" × 14" backboard.
- Glue an 11" × 8" piece of gray paper to a black backboard to represent a television screen. Glue the cutout of the United States to the screen and glue Mr. Meteorologist in front of the USA cutout.
- Glue the last verse of the song and the wind weather symbol to the bottom of the backboard.
- Make the title page represent a VCR, channels, and volume and power buttons.



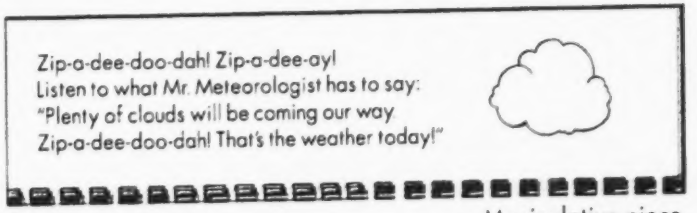
Title page



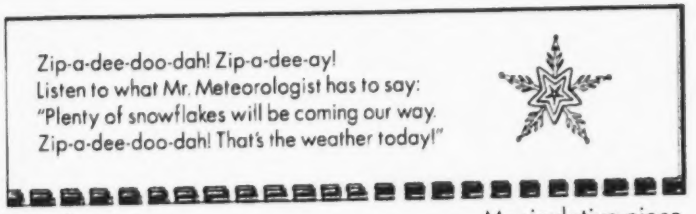
First verse — Manipulative piece



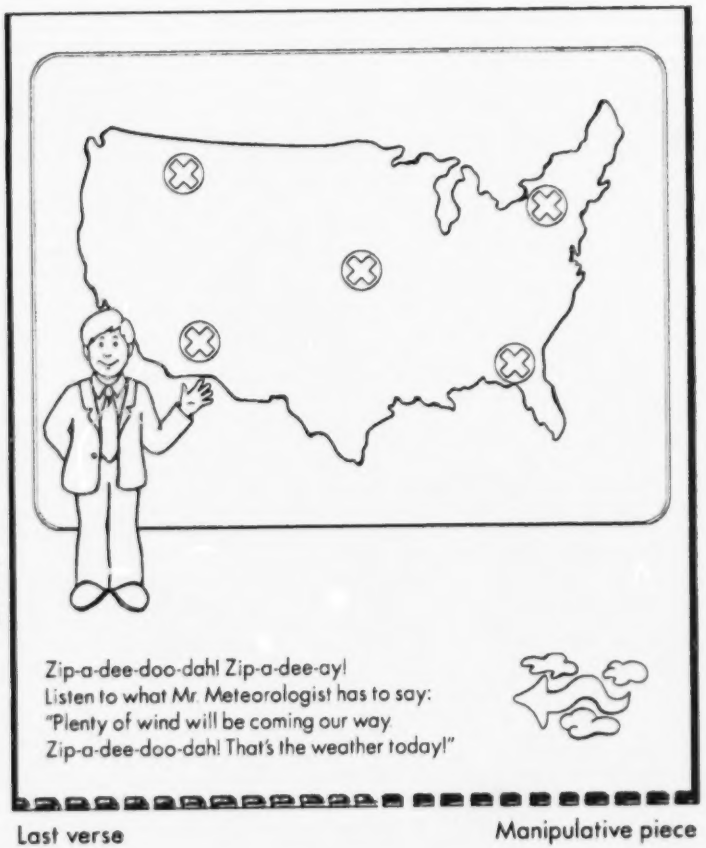
Second verse — Manipulative piece



Third verse — Manipulative piece



Fourth verse — Manipulative piece



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Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of wind will be coming our way
Zip-a-dee-doo-dah! That's the weather today!"

Last verse

Manipulative piece

Cut out two of each weather symbol:

- One for manipulative
- One for book page

What's the Weather, Man?

Tune: Zip-A-Dee-Doo-Dah

Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of sunshine will be coming our way.
Zip-a-dee-doo-dah! That's the weather today!"

Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of raindrops will be coming our way.
Zip-a-dee-doo-dah! That's the weather today!"

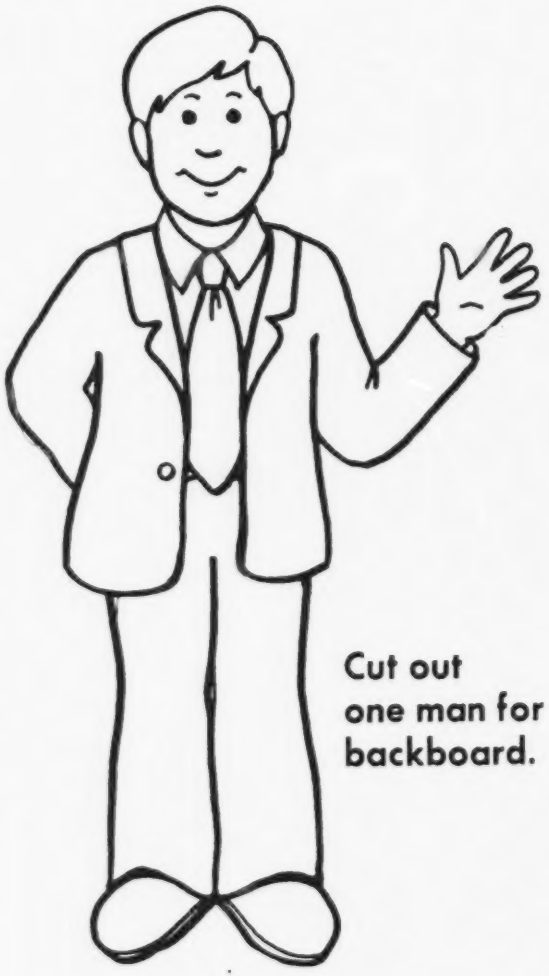
Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of clouds will be coming our way.
Zip-a-dee-doo-dah! That's the weather today!"

Cut out two of each weather symbol:

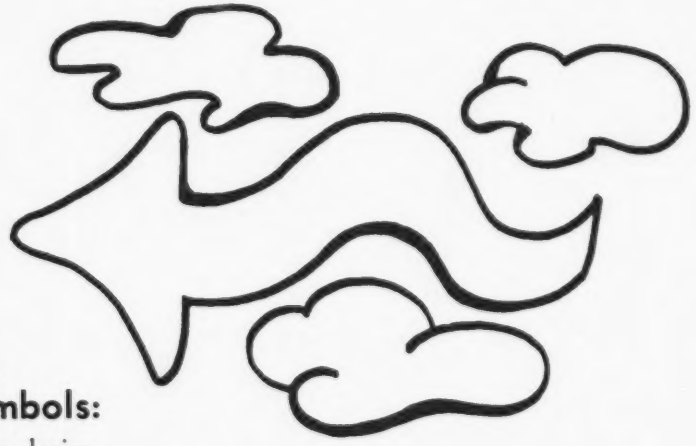
- One for manipulative
- One for book page

Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of snowflakes will be coming our way.
Zip-a-dee-doo-dah! That's the weather today!"

Zip-a-dee-doo-dah! Zip-a-dee-ay!
Listen to what Mr. Meteorologist has to say:
"Plenty of wind will be coming our way.
Zip-a-dee-doo-dah! That's the weather today!"



Cut out one man for backboard.

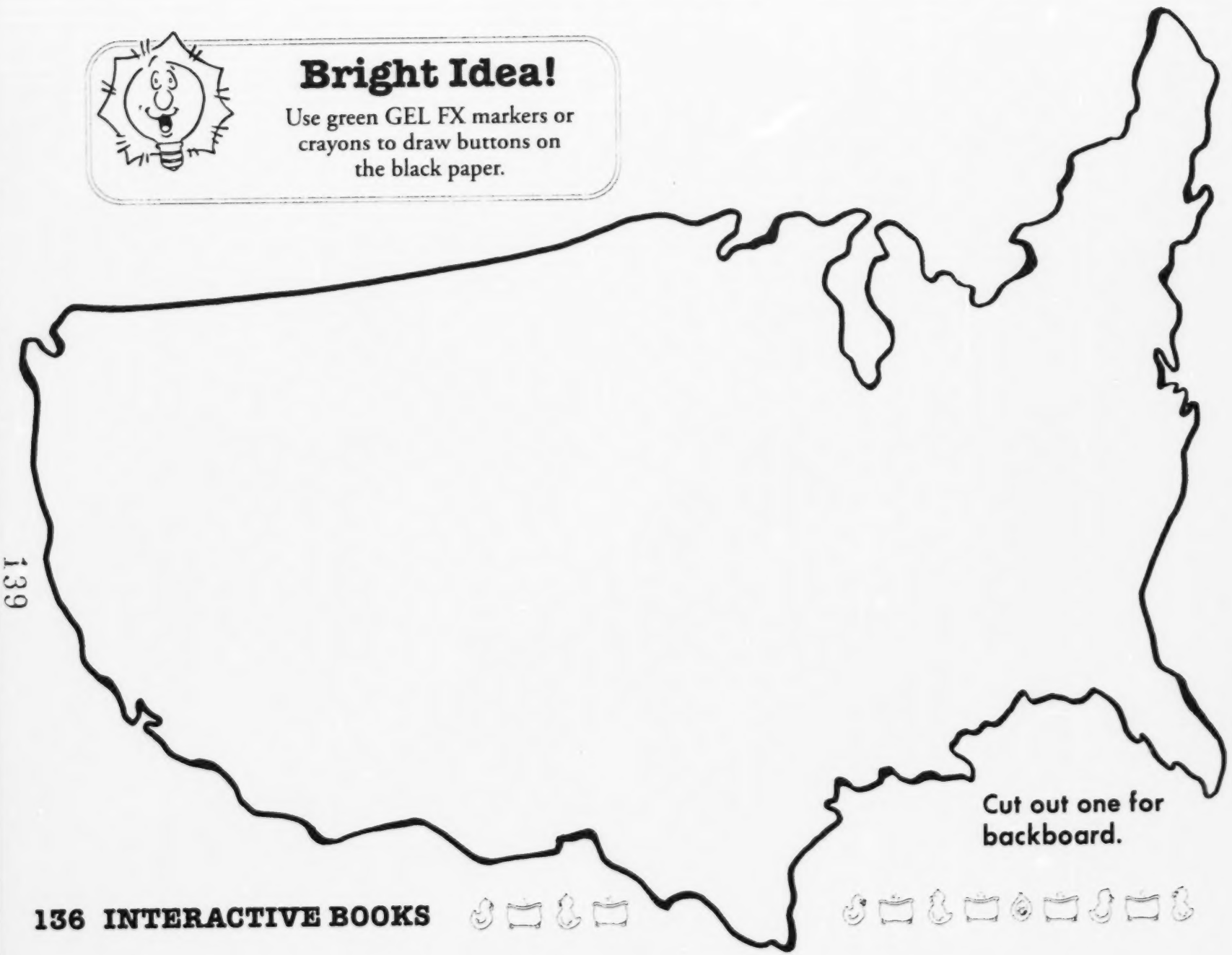


Cut out two weather symbols:

- One for manipulative
- One for backboard

Bright Idea!

Use green GEL FX markers or crayons to draw buttons on the black paper.



Cut out one for backboard.

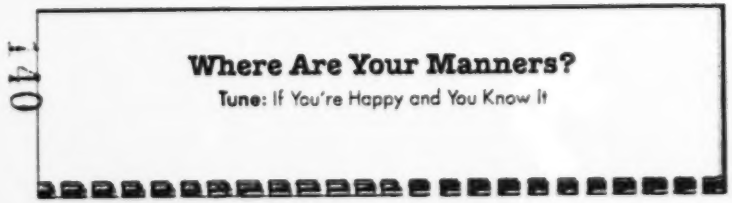
Where Are Your Manners?

SKILLS: Practical living; personal hygiene

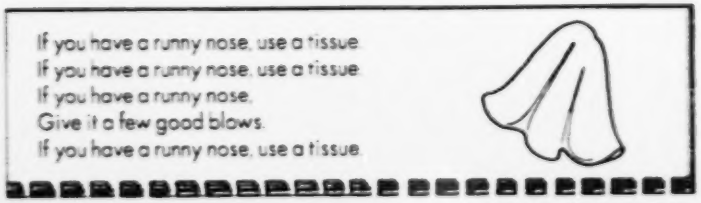
Sight Word Inventory: could go good have if it make or some the them to use will you your

Instructions:

- Cut out three 4" × 12" pages and one 12" × 18" backboard.
- Glue the girl and the body to the backboard.
- Glue the last verse to the backboard.

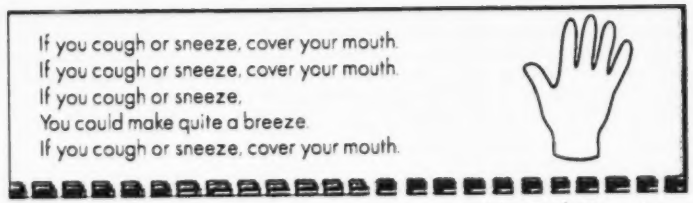


Title page



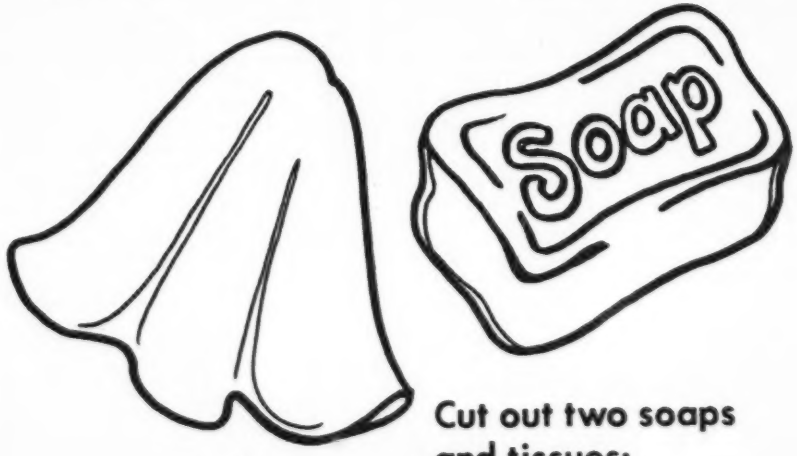
First verse

Manipulative piece



Second verse

Manipulative piece



Cut out two soaps and tissues:

- One for manipulative
- One for book page

Cut out three hands:

- One for backboard
- One for manipulative
- One for book page

Last verse

Manipulative piece

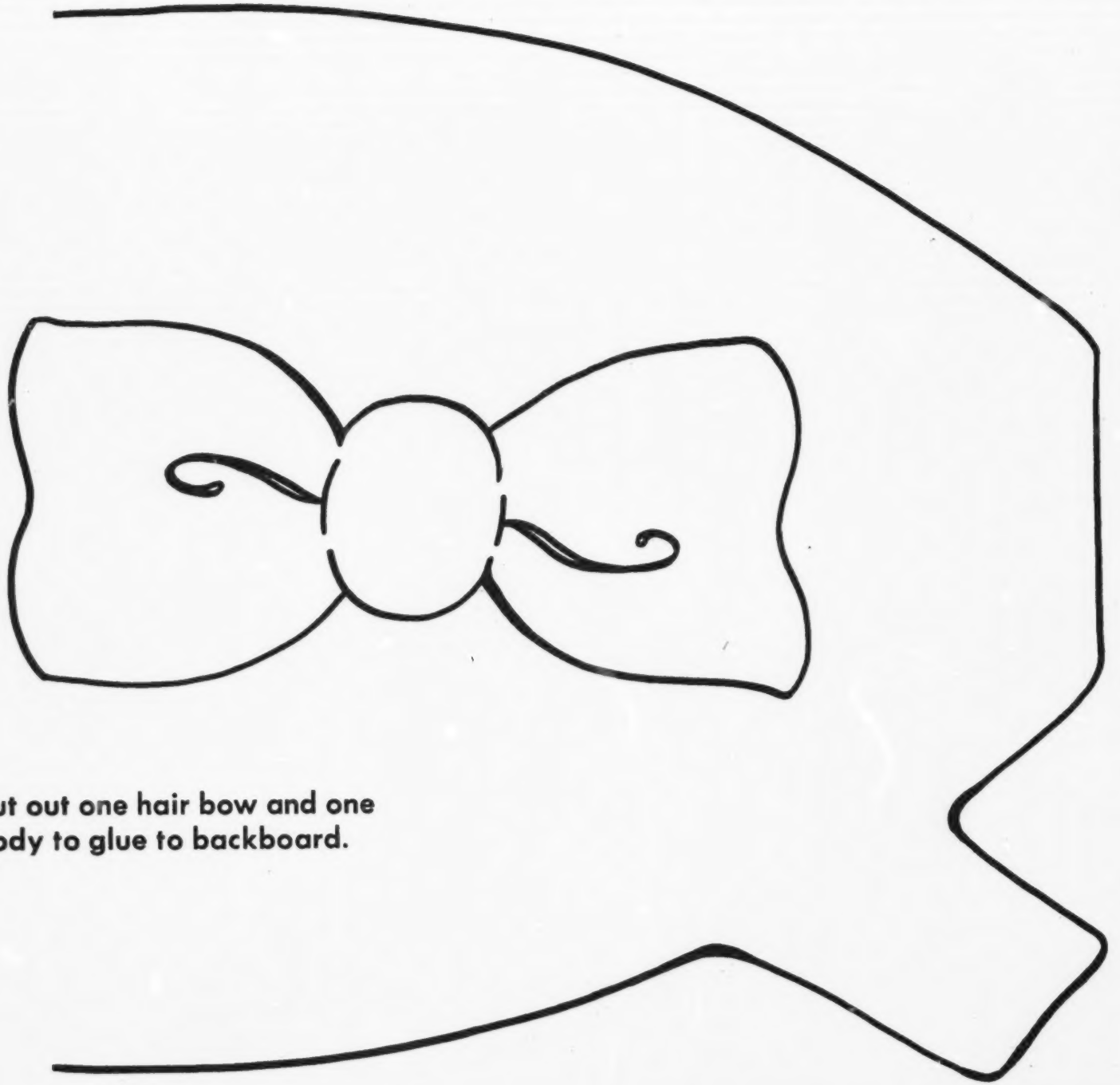
Where Are Your Manners?

Tune: If You're Happy and You Know It

If you have a runny nose, use a tissue.
If you have a runny nose, use a tissue.
If you have a runny nose,
Give it a few good blows.
If you have a runny nose, use a tissue.

If you cough or sneeze, cover your mouth.
If you cough or sneeze, cover your mouth.
If you cough or sneeze,
You could make quite a breeze.
If you cough or sneeze, cover your mouth.

If you go to the bathroom, use some soap.
If you go to the bathroom, use some soap.
Your hands will have some germs,
So use soap and make them squirm.
If you go to the bathroom, use some soap.



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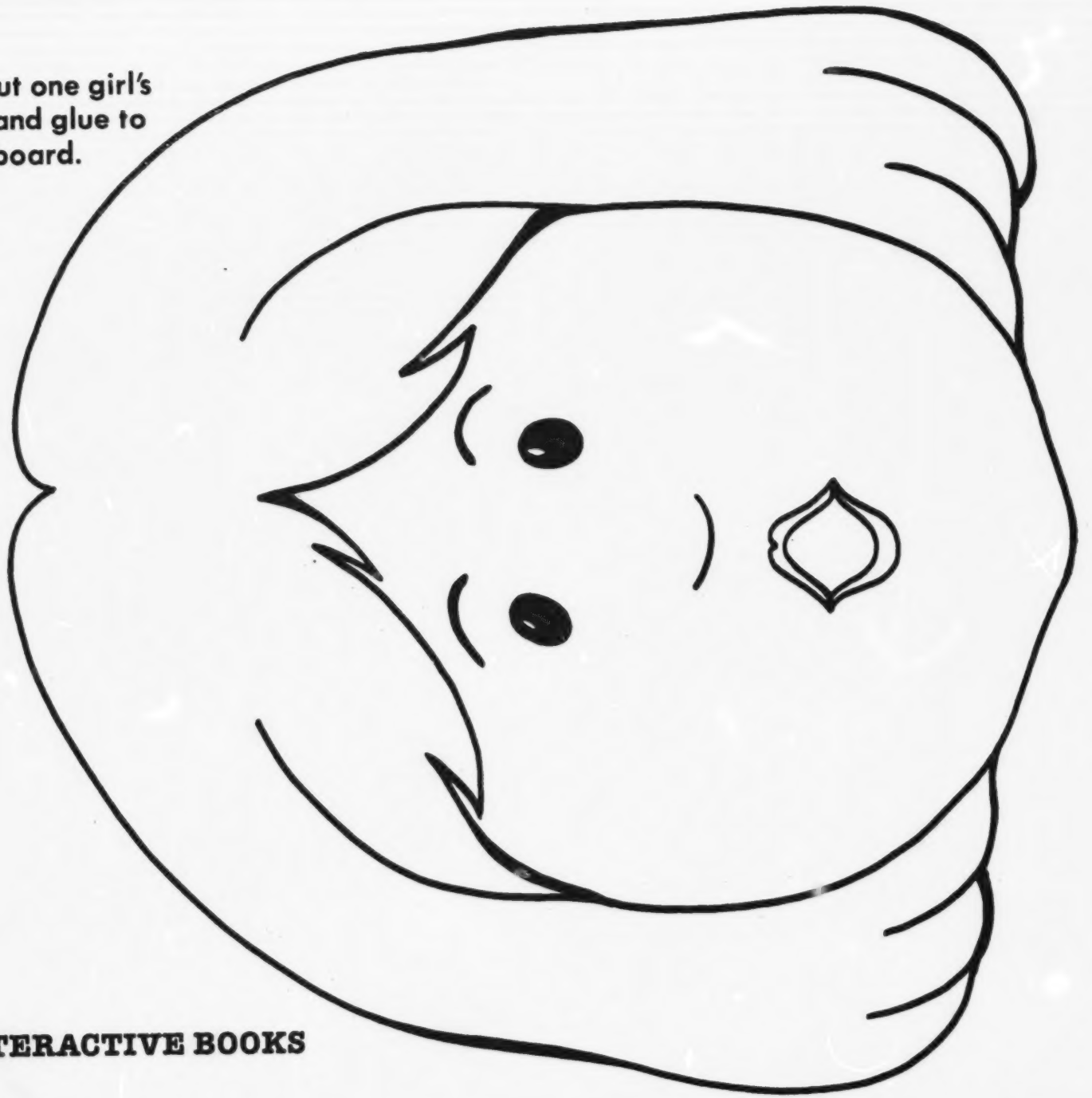
Cut out one hair bow and one body to glue to backboard.

Cut out one girl's face and glue to backboard.



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Reviews

FROM THOSE WHO KNOW: The Children

They are funny. When you sing, you make a picture.
– Brittany, age 5

They can help us read. *– Deana, age 5*

They are so cute when you read them and make a picture. *– Austin, age 3*

It helps me learn so much I can read. *– Ashley, age 6*

I put them on and put them back and sing.
– Hunter, age 4

You sing when you turn the pages and move them from the fuzz. It's fun. It's like reading! *– Justin, age 4*

I like all the pieces 'cause we can put 'em on the pages.
– Madison, age 6

They are just good! I like to play with them and sing words to them. *– Chandler, age 4*

Expanded Skills Grid

In addition to the skill(s) listed below for each book project, all our interactive books promote the following skills:

- Awareness of uppercase and lowercase letters
- Capitalization
- Fine-motor development
- Following directions
- Hand/eye coordination
- Numerical order—page numbers
- One-to-one correspondence
- Self-esteem/independence
- Social skills
- Taking turns
- Task completion

The grid that follows highlights other skills that can be gleaned from the individual interactive books.

	adjectives	ch consonant digraph	contractions	-ing word endings	left-to-right tracking	location words/ prepositions	plurals	positionals	punctuation/!, ?, ...	quotation marks/dialogue	repetitive text	rhyming words	sequencing events	story characters	story setting	verbs/action words	top-to-bottom tracking	final e	sh consonant digraph	th consonant digraph	thought/speech bubbles
Animals on the Farm		✔		✔	✔	✔	✔		✔		✔			✔	✔	✔					
B-I-N-G-O					✔						✔			✔	✔	✔		✔		✔	
Build a Bumblebee	✔		✔	✔	✔	✔	✔		✔			✔	✔	✔	✔	✔				✔	
Bundle Up!	✔		✔				✔				✔	✔		✔	✔	✔					
Calendar, Calendar, What Do You See?				✔					✔		✔	✔	✔			✔	✔				
Chocolate Bunnies	✔	✔			✔		✔		✔					✔		✔					
Cookie Man			✔			✔			✔		✔		✔	✔	✔	✔	✔				
Counting by 10s			✔		✔		✔		✔		✔		✔			✔	✔			✔	
Families	✔		✔		✔		✔		✔		✔	✔		✔	✔	✔	✔			✔	

	adjectives	ch consonant digraph	contractions	-ing word endings	left-to-right tracking	location words/ prepositions	plurals	positionals	punctuation/!, ?, ...	quotation marks/dialogue	repetitive text	rhyming words	sequencing events	story characters	story setting	verbs/action words	top-to-bottom tracking	final e	sh consonant digraph	th consonant digraph	thought/speech bubbles
The Family in the House Goes…						✔	✔				✔			✔	✔	✔			✔	✔	
Farm Animals	✔	✔	✔	✔	✔	✔	✔					✔		✔	✔	✔			✔	✔	
Five in the Tub					✔		✔		✔		✔	✔		✔	✔	✔		✔		✔	
Five Scoops of Ice Cream	✔			✔			✔		✔	✔	✔	✔				✔	✔				
Habitats			✔	✔	✔	✔	✔							✔	✔	✔	✔		✔	✔	
Laundry											✔	✔		✔		✔			✔	✔	
Life Cycle of a Caterpillar					✔	✔			✔				✔		✔	✔				✔	
Lost My Mitten	✔				✔	✔					✔			✔	✔	✔					
On My Pizza	✔					✔			✔		✔		✔							✔	
Plant a Seed					✔		✔					✔	✔		✔	✔					
Sandwich	✔			✔		✔	✔		✔		✔	✔	✔			✔					
Scruffy Pirate	✔		✔	✔		✔	✔		✔		✔	✔		✔	✔	✔					
Senses	✔			✔			✔				✔									✔	
Sharing Equally	✔		✔		✔				✔	✔				✔		✔			✔	✔	
Spending the Night at Grandma's House	✔		✔						✔							✔					
Ten in a Nest						✔			✔	✔	✔	✔		✔	✔	✔		✔		✔	
Thanks!									✔				✔			✔				✔	
What's the Weather, Man?				✔					✔	✔	✔	✔		✔	✔	✔				✔	
Where Are Your Manners?	✔						✔					✔		✔		✔				✔	✔

Index of Interactive Books

(Listed by Skill)

CHARACTER EDUCATION
Scruffy Pirate
Thanks!

COLORS AND COLOR WORDS
Bundle Up!
Sandwich

COUNTING
Chocolate Bunnies
Counting by 10s
Ten in a Nest

FRACTIONS
Sharing Equally

PRACTICAL LIVING
Calendar, Calendar, What Do You See?
Cookie Man
On My Pizza
Spending the Night at Grandma's House
Where Are Your Manners?

SCIENCE
Animals on the Farm
Build a Bumblebee
Farm Animals
Habitats
Life Cycle of a Caterpillar
Plant a Seed
Senses
What's the Weather, Man?

SOCIAL STUDIES
Families
The Family in the House Goes. . .

SUBTRACTION
Five in the Tub
Five Scoops of Ice Cream

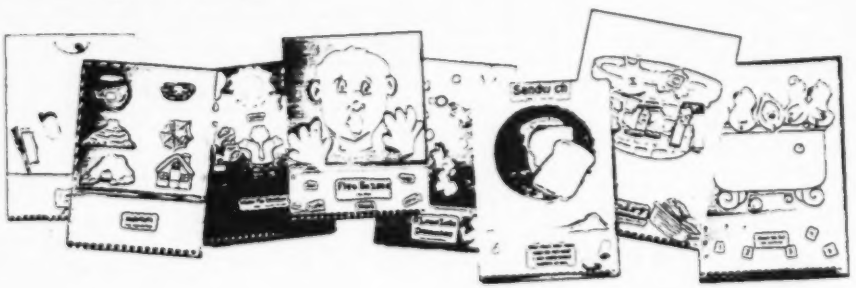
VISUAL DISCRIMINATION
B-I-N-G-O
Lost My Mitten

VOWEL RECOGNITION
Laundry

Interactive Books to Read & Sing

With their first book, *Hey! I Can Read This! The Interactive Book Experience*, teachers Donna Sabino Butt and Kathy Barlow Thurman went beyond songs, games, and finger plays and created one-of-a-kind interactive books for their classrooms. These books link original text set to familiar tunes with manipulative pieces attached to the book with Velcro. While singing the text, children move the pieces to their appropriate places within the book.

Because of their book's immediate success and popularity, Donna and Kathy created another collection: *Interactive Books to Read & Sing*. This new and equally engaging resource provides reproducible patterns, instructions, and verses for more than 25 interactive books covering language, math, science, arts and humanities, practical living, and character education. It offers language extension activities, too. Make these books for your classroom and watch the reading fun begin!



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About the Authors

Donna Sabino Butt has been a teacher for 12 years. Creating interactive books has allowed her to share her love of reading, music, and humor with her students and to teach at the same time. A native of Cincinnati, Ohio, Donna graduated with a degree in child development from Berea College in Kentucky. For six years, she served on her school's Site-Based Decision-Making Council, where she dealt with many child-related issues. Yearly, she is chosen by the county school system to mentor colleagues. Donna continues to design new interactive books to share with her students.

Kathy Barlow Thurman has taught for 15 years. She was the county school system's preschool resource teacher for six years and was named Pulaski County's 1999–2000 Teacher of the Year after moving to kindergarten. Kathy lives in Somerset, Kentucky, with her husband, Jeff; two teenage sons, Jason and Josh; their dog, Hank; and numerous dust bunnies, which have multiplied since Kathy and Donna's first book was published.

Donna Sabino Butt

Kathy Barlow Thurman

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